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ABSTRACT

A study was conducted to investigate classroom interaction between black and white teachers working with black students in New York City. The purpose was to compare black and white teachers' attitudes as they taught minority students. Also compared were concepticns of students, parents, and administrators on what constitutes a "good teacher." The assumption that black teachers' positive interaction in the classroom results in knowledge of black culture and the black community for black students was tested. The findings of the study indicated that black and white teachers felt interest and motivation were necessary attitudes in teaching inner city students. White teachers were able to highly motivate black pupils, while black teachers showed pupils more empathy and were able to help them achieve more academically. However, parents of black students felt that the ethnic background of the teachers did not make any significant difference and administrators indicated that ethnic background did not play a major role in teacher selection. The findings demonstrated a need for more research in the area of teacher/pupil culture differences, and how these interactions affected the learning of black children in the inner city schools. (Author/APM)

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CLASSROOM INTERACTION BASED ON TEACHER ETHNICITY AND EXPERIENCE

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CHAPTER I

INTRODUCTION

This chapter presents a statement of the overall research problem, the need for the present study, statements of the hypotheses and related questions tested and explored in the study, definitions of terms that appear in the study, and limitations of the study.

The New York City schools serve students from many ethnic minorities, including Blacks, Puerto Ricans, Jews, Chinese, Greek and Japanese, to list a few. The many years of exposure in urban teaching mainly in the inner-city areas afforded many opportunities and contacts with these pupils and gave the investigator the close observation of the lack of certain educational procedures that these students were receiving. There was no major focus geared to the black, inner-city, minority students, nor the academic programs they needed in order to cope with the everyday world. With these considerations taken in mind, the main focus of the study was to see the relationship between teachers of one minority and pupils of another minority. There was a large discrepancy between the results of black students' achievements in the Metropolitan standardized tests administered by the New York City school system. The black students

fell into a lower percentile in reading and mathematics (28:6).

The study raised controversial issues. Does the inequality of academic performance (achievement) exist between black elementary students and their white counterparts in the New York City school system, and can it be correlated to the discrepancy of the lack of minority students' achievement? Has the investigation of these issues been sidetracked and, if so, why? Because of this area of inquiry with its volatile nature and wide appeal, can it be explored realistically to yield valid and reliable data?

As these black elementary students move through the New York City school system and society at large, their inability to show academic skills upon completion of high school or at college entrance level was highly visible. That is, those who did make it through the system found that the gap had become so wide that finding any kind of employment was a nightmare. Minority parents asked the public school system why this discrepancy existed for their children.

Statement of the Research Problem

The major focus of the study was an examination of the values and attitudes of teachers, students, parents and school administrators in one homogeneous district of a large metropolitan school system--the public school system of New York City. Specifically, the study examined and contrasted

the values and attitudes of black and white elementary school teachers with varying amounts of teaching experience in elementary schools with predominantly black student populations.

The study examined attitudes of black elementary school students toward teacher behavior, teacher effectiveness and student-teacher interactions. The study examined possible differences in students' attitude as a function of varying proportions of minority school teachers on their school staff. Also investigated in the study were attitudes of the black parents of those students included in the study towards teacher behavior, teacher effectiveness and student-teacher interaction. Finally, the study investigated attitudes toward teacher effectiveness and related issues of black and white elementary school administrators.

The study was undertaken in an attempt to gather reliable, meaningful attitudinal data from diverse samples of individuals, all of whom have some impact on the educational activities of black elementary school children. Three of the four groups included in the present research were direct participants in daily school activities. Students were the focus of the educational activities which were structured and initiated in the classroom by their teachers. Administrators were charged with coordinating the numerous organizational school activities.

Parents were less directly involved in the day-to-day activities in the classroom or school. However, parents did

influence their children's attitudes toward numerous individuals, events and institutions. Parental attitudes towards educational activities and personnel were certainly of some interest in the study of attitudes of their children towards school and schooling.

Origin of the Study

American history has been replete with non-recognition of the problems blacks encountered in the larger society and the educational system. However, this lack of recognition was more visible in the New York City school system than in other urban cities. It was seen at the entrance to college at the city universities, as well as in the business world. It was apparent that the system was unresponsive in meeting the needs of black students who comprised 36.7% of the New York City school population and Hispanic children with 30.7% of the New York City school population.

In contemporary American society there has been a tendency to treat racial inequality and attempts at its eradication with complacent generalization instead of hard facts. For example, the presentation of the 1954 Supreme Court decision on public school desegregation bypassed any consideration of the underlying principles of prejudice and of the subsequent ongoing attempts at both complacency and evasion.

Studies have shown that black pupils, who have had black instructors as a guide, tended to achieve more academic learning. The literature researched showed that standardized

achievement tests, and achievement tests alone, were used to measure the total development of minority urban children. The minority children's total culture, background history, life experiences and mores have been totally disregarded as a means of assessing these children's understanding, abilities, competencies, and skills for interpreting their learning.

Need for the Study

Social science research has consistently indicated that minority students have lower academic performance records than those of white students. One of the largest studies ever conducted in this country in the area of school achievement, the Coleman report (Coleman, Campbell, Hebson, McPartland, Mood, Weinfeld, & York, 1966), showed minority students consistently scoring lower in median achievement tests (below the most widely used standardized test) than white students (119). The relative standing of the minority students in relation to the white students remained essentially the same in terms of standard deviation units, but the absolute differences in terms of grade-level differences increased. Some researchers term the increase in the number of grade levels behind the normative population the "cumulative deficit."

The Coleman report was a cross-sectional survey. A longitudinal study of school achievement by Osborne showed essentially the same pattern: as black children progressed

through the school system, their achievement in grade levels became increasingly low and discrepant as compared to the normative population (100:233-239).

Stodolsky & Lesser, after reviewing a large portion of literature on the relationships between school achievement and aptitude, and social class and ethnic group membership, concluded:

> Taken together, the data on general intelligence, mental abilities, and school achievement all give indications that general learning, first in the home and community and later within the school as well, is clearly associated with socio-economic status: the level of such learning is generally lower for children of most minority groups and children in low socio-economic status (114:22-69).

Researchers have attempted to account for the observed finding of low school achievement and aptitude among minority children. Some researchers have claimed that the average black child was poorly prepared to enter school and make satisfactory progress in the traditional school setting. Such children were likely to be handicapped in approaching academic tasks requiring a variety of basic cognitive abilities (119). In addition, studies by Templin, Anastasi & D'Angelo, and Gordon & Wilkinson have tended to indicate that the language and thought process of black children were likely to be limited (115:323-331, 60:147-165, 121).

Significance of the Study

Other studies, viewing the problem of poor school achievement among black children, have investigated the school teacher and teacher-related variables. It was well

known that the same teacher might not be effective with all kinds of students. Nor was the same teacher perceived in the same way by all children. Some studies have investigated differences in attitudes among black and white teachers who taught in schools with a predominantly minority student population. One study by Silver, comparing job satisfaction and dissatisfactions of white, predominantly middle-class teachers and black predominantly lower-class teachers working with black students, indicated that black teachers were more likely than white teachers to express job satisfaction and a desire to continue teaching in those schools (54).

Black teachers according to Gottlieb tended to blame inadequate school materials and facilities or overcrowded classrooms for their job dissatisfactions, while white teachers tended to blame behavioral or discipline problems among students and lack of parental interest for their basic job dissatisfaction. In addition, when the two groups of teachers were asked to describe the outstanding characteristics of their students, white teachers most frequently indicated: talkative, lazy, fun-loving, high strung and rebellious. In contrast, black teachers selected: fun-loving, happy, cooperative, energetic and ambitious (86: 345-353).

This study seemed to indicate that black teachers tended to be less critical and less pessimistic in their evaluations of the black children they taught, possibly

because many of them came from a similar cultural background (86:345-353).

Teachers in general were most likelty to feel rewarded when their efforts to instill traditional academic skills produced observable gains. This was what most school teachers perceived as their basic responsibility qua school teachers. Studies have shown that teachers might become frustrated, discouraged, or resentful when the black student did not appear capable or desirous of responding properly to instruction, or when he did not appear to share the teachers' values (76:446-449, 61:275-282).

The study by Cheyney found that:

> Teachers of lower-class students tended to "possess traditionalistic and inflexibly negative attitudes toward child control," whereas teachers of middle-class students showed a relatively "more progressive, positive and flexible attitude toward controlling children" (76:275-282).

Additionally, the attitudes of older, more experienced teachers of lower-class children were generally more negative and more rigid and dominating than those of younger teachers (76:278). In the same study,

> teachers of lower-class children were not only found to be negative initially, but the situation deteriorated as the school year progressed. Interactions became more teacher dominated, pupils became more conforming, and classroom atmosphere became colder (76:280).

Students' attitudes towards school were found to become less favorable as teacher behavior became progressively colder, more distant and less permissive.

The literature on minority children, and school achievement and attitudes of individuals in the educational setting, will be reviewed in greater detail in the next chapter. The general overview, as presented above, had tended to indicate that many minority children performed poorly in school initially and continued to fail in school-related tasks throughout the school years. Studies by Yee and Cheyney indicated the possibility that minority students might lack the requisite language and reasoning skills necessary for adequate school performance (116, 76). Additionally, an overview of the literature had indicated that teachers' attitudes towards minority students might have a negative effect on their evaluations of students.

This study investigated possible correlates of poor student scholastic performance among black pupils. Students involved in the present study attended schools in a district where the lowest academic performance in New York City existed. Students of this geographical area consistently scored below national norms on end-of-year achievement tests, most especially reading (98:1-12).

Given the fact of low school performance among students included in the study, the present investigation attempted to show the dimensions of attitudinal factors which might relate to poor student school performance. In attempting to accomplish this goal, the major focus of this study was necessarily broad. A realtively broad survey of attitudes was undertaken in order to make within group

comparisons on attitude dimensions tapped by the instruments employed in the present study. In essence, the present investigation attempted to study attitudes and values regarding teaching of individuals comprising a microcosm of one uniformly homogeneous school district in one neighborhood of America's largest public school system.

Basic Assumption

The basic assumption of this study was that inner-city school black teachers were more creative in enabling black children to learn than were white teachers. The fact that black teachers' positive interaction in the classroom results in knowledge of the black culture and the black community. Black teachers' positive interaction in the classroom results in their ability to empathize with goal motivation of the black culture and the black community.

This interaction led to and developed a more creative and conclusive learning environment for all children. Teachers having knowledge of these factors were primarily able to foster healthy and fruitful learning patterns in black children.

Hypotheses and Related Questions

Hypotheses

The study tested three hypotheses regarding teacher attitudes and experience. Additionally, the researcher investigated four related questions. Specifically, the

investigator hypothesized that:

1. Black and white elementary school teachers teaching in schools with predominantly black students differed in their attitudes toward important aspects of teacher qualities and teacher effectiveness.

2. Black and white elementary school teachers with various amounts of teaching experience in elementary schools with a predominantly black student population differed in their attitudes toward important aspects of teacher qualities and teacher effectiveness.

3. Less experienced black and white teachers who had less than five years teaching experience were found to interact to a greater degree with black students than white teachers with similar amounts of experience.

Related Questions

1. Would black elementary school students' attitudes toward teacher effectiveness differ in schools employing different proportions of black and white teachers?

2. Would attitudes toward teacher effectiveness of parents of black elementary school children differ when schools their children attended employed different proportions of black and white teachers?

3. What were the attitudes of elementary school administrators in schools with predominantly black student populations toward teacher effectiveness?

4. Did black and white administrators in schools with

predominantly black student populations differ in their attitudes toward teacher effectiveness?

Definition of Terms

The present study utilized certain terms that had a specific meaning within the context of the research. The terms were defined as follows:

Ability to fit in. The power or capacity to act physically, mentally, morally; to have competence in special skills or talents, personal attractiveness--coming from a particular person; pertaining to one's characteristics of a person.

Classroom interaction. Reciprocal action in a classroom and its effect on students and teachers.

Communication. The act of interchanging thoughts, information or opinions by speech or writing.

Ethnicity. Pertaining to people belonging or mutually related; of the same critical, racial, or religious groups.

Good classroom management. The ability to organize a class such that students can obtain the maximum of learning and experience.

Positive attitude. Confidence in an opinion or assertion. Possessing an actual force that is constructive and sure. Experience or knowledge gained from what one has observed, encountered or undergone.

Predominantly black classroom. Classrooms composed of 75% to 95% black students.

Teacher effectiveness. The extent to which classroom teachers were able to discharge successfully their instructional duties.

Limitations

The present study was undertaken with a knowledge that certain limitations imposed on the study would limit the general ability and validity of the research findings. The limitations were as follows:

The study was restricted to one geographical area and one time period. Students were sampled from one grade level, the fifth grade. The sample sizes were relatively small. Teachers, students and administrators were not selected from the same school. Therefore, within school comparisons were not made. The sample groups did not receive common attitude scale questions. This limited statistical comparisons between groups. Social desirability and other response set factors or response style might have marked "true" opinions, perceptions and attitudes of subject respondents.

The area studied was limited to the georgraphical area of Central Harlem in New York City. The area is rich in black culture. There is the Northside Center for emotionally disturbed children, operated by Dr. Kenneth Clark and his wife; a private school; the New Lincoln; a Puerto Rican Museum; the Olatunjui Dance Theatre; and the Black Book Store, an historical place where Malcolm X frequented before his assassination. Other notables visiting this store

included Nikki Giovanni and many other black writers.

There is a new State Office Building; the Muslim Private School; a bakery; apparel store; barber shop; restaurant; and jewelry store. The area includes a number of large black churches, such as: Canaan Baptist; St. Andrew's Episcopal; Salem Methodist; and many Catholic churches. There is also a free clinic; a rehabilitation center for former addicts; a new apartment building complex; and the Schomburg Plaza, as well as parochial schools.

In this environment are found many middle-class parents, as well as professionals in art, music, education, nursing and medicine, who could afford to send their children to private schools. Nevertheless, inspite of this setting, many of the students were from a relatively poor socio-economic area. This showed the large diversity of residents residing in Central Harlem.

Summary

The study was undertaken in an attempt to gather attitudinal data from individuals who were directly and indirectly involved in the educational processes of black elementary school children. The present investigation sought to examine effective teaching practices, in educational settings involving student-teacher interactions.

A general trend in past studies seemed to indicate that additional light could be shed on the problem of poor academic achievement of black elementary school children

attending schools employing teachers with varying amounts of teaching experience and of different racial background. In this respect, the present investigation hypothesized that attitudes of elementary school teachers would differ in terms of racial background and teaching experience. The present study also explored related questions in the areas of student attitudes towards teacher effectiveness, parent attitudes towards teacher effectiveness, and school administrators' attitudes towards teacher effectiveness.

The investigator presented definitions of certain terms that had specific meanings within the context of the present study. Those terms were defined to render specific meanings which might differ from uses of those terms given by other researchers.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The literature on the study on correlates of poor academic achievement among black children was very extensive. Areas of the literature that existed included studies of family-based determinants, psychosocial factors, socio-economic correlates, classroom climate, attitudes of students and teachers and other school personnel, and teacher-student interactions.

The present study focused on attitudes of black elementary school children, their parents, and a random sample of teachers and school administrators selected from the same school district as that from which students and parents were selected. The present chapter presents an overview of theories, hypotheses and results from empirical investigations that were concerned with explaining relationships between attitudes and other correlates of school achievement. In addition, results from other studies that related to student-teacher relationships and teacher values and attitudes have been summarized.

Scientists from various disciplines have long been concerned with the so-called "culturally deprived"

individuals who were alienated from mainstream society. Mussen, Coger & Kagan, recognized authorities in the field of child development and personality, presented a well-written capsule summary of the plight of many minorities in this country. Their remarks are cited to introduce this section and the following sections of the present chapter.

> There can be little doubt, that unlike middle- and upper-class whites, the alienation from the dominant culture of increasing numbers of "hard core" poor is largely imposed from without, whether directly or indirectly. The great majority of these adolescents are born into the "culture of poverty," whether in rural slums or urban ghettos. Even at birth, the odds are against them; the infant mortality rate amont the 20 percent of Americans living below the poverty level is far higher than that of the rest of the population. Among blacks alone, the infant mortality rate is nearly twice that for whites, and the discrepancy in mortality rates continues in all age periods. In the developing years, the hard-core poor are exposed to hunger and malnutrition; inadequate or nonexistent health care; overcrowded, deteriorated, rat and vermin infested housing, often without heat, electricity or adequate plumbing; harrassment both by police and other authorities and by petty criminals, slum landlords, and dishonest landlords. The guidance they might as children expect from parents is often limited by the fact that the father is absent. Those parents--often only the mother--who do remain in the home are frequently so poorly educated, so worn down, or so powerless to cope with the "establishment" that they can be of little assistance in helping their children to cope with our increasingly complex society.
>
> Poorly prepared intellectually, psychologically, and socially, these young people enter overcrowded, rundown schools, frequently manned by overburdened, harassed, or cynical teachers who have little understanding of their students' special problems. Under these conditions, deprived children fail to make normal school progress, and often drop out of school, either from choice or necessity, as soon as they are able to. By the beginning of secondary school, the typical culturally disadvantaged student is reading at a level approximately 3-1/2 years below his grade level. His problem-solving abilities and abstract thinking are at a very low level as compared with others of his age and grade level.

> Needless to say, among such youth there is typically strong disaffection with school, and their approach to learning experiences is likely to be apathetic or even hostile (38:725-726).

There was little doubt that a significant proportion of black children, adolescents and youth perform poorly in school. The Coleman report, cited in Chapter I above, showed that black students throughout the school years performed at levels which were below levels attained by white students (119). The differences in median achievement test scores between black and white pupils were found to increase with grade level.

Cultural Deprivations Hypothesis

One of the most important and controversial problems in American public education centered around attempts to explain why some black students did poorly in school while other groups of students made normal progress. Among the many general theories and hypotheses advanced to account for the variations in scholastic performance among black pupils, one, in particular, gained prominence. This was the notion that variations in quality of life strongly influenced a black child's school performance.

The body of literature that focused upon family-based determinants of variations in academic performance came to be called variously the "cutlural deprivation hypothesis" or the "cultural deficit theory." Educational researchers subscribing to this interpretation maintained that poor academic performance, especially among black and other

minority students, could be traced, according to Katz,

> to a basic failure of the socialization process in the home. . . . Early childhood experiences in poverty environments can create enduring personality formations that are inimical to effective achievement striving not only in the classroom but, indeed, in virtually all areas of life (92:13).

Elaborating upon this position, some scholars have suggested that cognitive ability itself was largely influenced by early childhood experiences in the home. Ausubel has taken the position that many negative effects occurred as a result of experiences in a "deprived" home environment. Ausubel stated:

> The effects of this restricted environment include poor perceptual stimulation skills; inability to use adults as sources of information, correction, and reality testing, and as instruments for satisfying curiosity, an impoverished language-symbolic system; and a poverty of information, concepts and relational propositions (118:12)

Socialization Processes and Academic Aspiration and Achievement

Several factors identified within the home were thought to create negative experiences leading to depressed intellectual development and functioning. Some researchers had singled out the parents of ghetto children as agents who served to perpetuate their children's disadvantages by faulty socialization practices which were not conducive to achievement striving.

The relationship between family stability and actual school performance was relatively unclear. Researchers such as Rosen & D'Andrade suggested that variations in exposure to parental praise and independence training significantly

influenced achievement motivation (107:185-218). According to these researchers, parents who tended to have high achievement expectations for their children, and who encouraged their offspring to be independent in action, thought, self-reliance and autonomy, and who rewarded and reinforced their children's behavior in a warm and positive manner, tended to produce high-achieving children. Parents, however, who were harsh and authoritarian, and who had low achievement expectations for their children, tended to produce low-achieving children. That is to say, Rosen & D'Andrade suggested that variations in the way in which parents treated their children significantly influenced their children's scholastic performance.

Ausubel & Ausubel maintained that lower-class black parents tended to be overly permissive and lax with their children or overly harsh and authoritarian (61:363-369). These researchers seemed to maintain that black parents who were overly harsh and domineering tended to produce children who were low school achievers, while black parents who were overly permissive with their children tended to increase the chances that their children would be exposed to the negative influences of the peer group, or the ghetto "street culture."

Relatedly, some evidence existed documenting the relationship between socioeconomic status (SES), parental success expectation, parental encouragement, desire to pursue higher education, and variations in academic

performance and educational aspirations (69:253-261, 89: 70-79, 91:302-310). This line of research had generally shown that the higher the level of SES, the higher the level of parental educational attainment aspirations, and the higher the level of students' educational attainment aspirations and actual school performance.

Sewell & Shah, focusing on factors they believed influenced achievement and educational aspirations, reported that not only did high status parents generally have higher success expectations, but they also tended to encourage their children to pursue higher educational levels more frequently than low status parents did (110:191-204).

Although there was some evidence suggesting the failure of some lower-class parents to encourage and support their children's school activities the data were unclear for the black American population. Some investigators had suggested that orientations toward success among black parents and black children were no different than those held by white parents (85:385-395, 108:86-89).

Other researchers such as Gittell and Rowland & DelCampo have suggested that, if differences in achievement aspirations did exist, it was most probably owing to the sharp contradiction between cultural ideals and realities of poverty (65:493-500, 108:756-762). In the opinion of some researchers (e.g., Bell and Rodman), such findings indicated that it was not at all clear whether value differences between blacks and whites existed, or whether

differences were adaptations to low achievement (66:493-500, 106:756-762).

Beyond personality deficiencies supposedly produced by family socialization processes according to Bell and Rodman, there existed a rather substantial body of literature (e.g., Grossack, Johnson & Crowell, Pettigrew, and Poussiant) suggesting that black children had interiorized certain white stereotypes of their race (22, 30, 102:4-23, 44:94-102). Additionally, some investigators had hypothesized that the personality damage resulting from prolonged exposure to prejudice and discrimination explained in large measure why black students performed so poorly in schools. According to this point of view, black children were locked into cycles of low self-esteem, defeat, hopelessness and frustration. Because of these attitudes and associated self-conceptions, it was suggested that black students lacked the motivation necessary to perform well in school. Several studies (e.g., Battle & Knotter, Crandle & Dinnan, and Gurin & Epps) had presented evidence showing that a sense of control over one's fate was statistically related to variations in scholastic performance among black students (63:482-490, 77:91-109, 87:29-53).

According to Cummings and Cummings & Carerre, the general hypothesis, stating that the way in which black parents prepared their children to countenance a hostile white world greatly influenced the development of personality characteristics that might be associated with variations

in school performance, does not seem to have any empirical evidence to support it (81, 79). However, a recent study by McCarthy & Yancy has appeared which challenges the traditional beliefs about personality instability among blacks (96:642-648). The general findings of these recent studies seemed to be that levels of self-esteem and levels of personality instability did not differ significantly between black and white children.

Perhaps the most extensive analysis of the influences of family life and the socialization process on variations in school performance was that found in the Coleman report (119). The authors of that report concluded that the family was the most influential factor that statistically explained or accounted for variability in scholastic performance (119). They wrote:

> One implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of independence effect means that: the inequalities imposed on children by their home, neighborhood and peer environment are carried along to become the inequalities with which they confront adult life, at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools (119:325).

Cummings has challenged the conclusions of the Coleman report, stating:

> Despite the conclusion in Equality of Educational Opportunity the authors present little evidence demonstrating that key achievement related personality traits and attitudes are consequences rather than causes of variations in scholastic performance, or that they are

derives solely from the family or peer group rather than through interaction with teachers and school personnel (79:339).

Studies of School Achievement and Its Correlates

The remainder of the present chapter focused on specific studies relating to correlates of student achievement of black students. An overview of those studies which had been judged by the present author to be methodologically adequate and directly related to the study will be presented.

Student Attitudes and School Achievement

A significant relationship between black minority student attitudes and school achievement has been reported in several large sample studies. One such study, a recent doctoral dissertation, was perhaps one of the best studies done in the area, and it was reviewed in detail.

McCluskey administered a 120 Likert-type attitude questionnaire to 695 black pupils in grades four through six in three New York City inner-city schools. In addition, student-teacher data were gathered, consisting of questionnaires asking for student academic and nonacademic assessments. Factor analytic procedures revealed five independent factors accounting for approximately 73% of the total factor variance in student attitude item responses. The first factor extracted, named "Generalized Negative Affect" by McCluskey, accounted for 47% of the common variance (128:passim).

The other factors that were identified, in order of observed given values, were named: "Generalized Positive Affect," "Attitude Toward Teacher/Learning Process," "Attitude Toward Principal/School Aesthetics," and "Emotional Aspects of School."

When student scores and teacher perceptions of nonacademic and academic performance were intercorrelated, several significant results were observed. Generally, little or no correlation was observed to exist between students' attitudes towards school and ratings that teachers assigned students in nonacademic areas.

McCluskey interpreted this as indication that teachers rated some students highly in the area of nonacademic achievement, when in fact, students did not report a positive attitude toward school, and other teachers rated other students low in nonacademic areas, when in fact those students reported a positive attitude towards school. McCluskey felt that "in certain areas teachers were rating students on the basis of 'docility' or 'compliance with rules'" (128:63).

Intercorrelations between actual academic performance, as measured by standardized tests, and students' attitude towards school revealed the following conclusions. Low but statistically significant inverse correlations were observed to occur between the major extracted factor, Generalized Negative Affect, and attitude towards school.

This was interpreted to mean that students who, in fact, performed poorly on achievement measures, were the most disaffected with school. Positive and significant correlations were observed to occur between areas of measured achievement and the second largest factor, Generalized Positive Affect. This result implied that students who performed well in areas of schools' achievement were the most satisfied with their school experiences (128).

The McCluskey study clearly indicated that a significant relationship did seem to exist between students' attitudes and scholastic achievement among inner-city, black elementary school children. In addition, the study indicated that the most significant dimension of black children's attitudes towards school occurred in the area of negative feelings about school and the schooling process. It appeared that while the McCluskey study was an important contribution in the area of student achievement and attitudes, the study failed to take into account important variables. Such variables included teacher, race, and teaching experience.

Classroom Climate and School Achievement

Other research efforts, directed toward an understanding of some of the influences of poor school achievement among black pupils, have focused on the relationship between teachers and students and environmental factors

within the school. A very recent study of the differential effects of a variety of school-level "climate" variables on mean school achievement in a random sample of Michigan elementary schools, comprising varying levels of SES and racial composition, showed that school environmental variables had more predictive power in explaining variations in school performance than did composition variables. Brookover administered questionnaires containing items related to school climate to fourth and fifth grade students, their classroom teachers and school principals (70:301-318).

The school climate was conceived by the investigators as consisting of two interrelated dimensions--norms and expectations. The researchers were careful to distinguish school climate variables from composition variables such as race and SES.

A factor analysis procedure identified fourteen climate variables which correlated with school achievement at approximately the same levels for a general statewide sample, and samples of students in predominantly white and predominantly black elementary schools. When the investigators entered composition variables (race and percent white students in schools), and climate variables into a multiple regression procedure, the climate variables were found to make a significantly higher contribution toward explaining variability in attitudes scores of students in all three samples over and above the contribution made by

the set of composition variables.

In the black majority school sample, the climate variables explained a much larger share of the variance in school achievement scores than in the white majority school sample.

Of all the variables comprising the school climate variables that correlated significantly with school achievement, the students' sense of academic futility (i.e., hopelessness in the school situation as opposed to a feeling that the system could be mastered), was more typically characteristic of the majority of black schools, than the majority of white schools on the state sample (70:301-318).

Supplementary analyses by the researchers were made by participant observational methods of schools that had similar SES and racial compositions, but significantly different achievement means. Four schools in the sample were selected for the purpose of conducting teacher, principal, and student informal interviews as well as classroom visitations. The results indicated that schools which produced high achieving student populations differed enormously from schools producing low achieving students. Brookover summarized the four major ways they observed schools to differ:

> First the teachers in high achieving schools spent a larger proportion of class time in instruction. . . . Second, low SES schools achieving at lower levels tend to "write off" a larger proportion of their student body. . . . Third, those schools with higher achievement

> likely to use more instructional activities in which groups of students are competing as teams rather than individually. . . . Fourth, we observed differences in teacher and student reinforcement practices in higher achieving and lower achieving schools (70:315-316).

The Brookover study seemed to indicate that students' achievement was significantly related to student-teacher interactions. One fault of the study centered around the failure to take into account the race of individual teachers and the teaching experience of each teacher. Thus, the researcher did not take into account differences in students' attitudes as a function of those students, teachers, race, and experience.

Student-Teacher Interactions and School Achievement

The kinds of teachers a student had was an important condition that fostered or hindered student school progress. Mussen, Coger & Kagan wrote:

> The kinds of teachers a child has will determine in great measure whether his school experience will foster his overall development, or will simply increase his difficulties and frustrations. Having the right teacher may help the child to overcome handicaps and make the most of his talents and interests, while having a teacher who is ill-suited to working with children generally, or with a particular child or group of children, may have serious and sometimes disastrous consequences. This may be especially true of teachers working with culturally, disadvantaged, minority-group children. . . (38:547).

The model value system ascribed to by teachers in our nation's schools have been explained by Mussen, Coger & Kagan as "usually middle-class in content" (38:549). Additionally, "She rewards neatness, obedience, cooperation, and cleanliness; she punishes waste, lack of responsibility,

lying and aggressiveness" (38:549).

One of the most revealing studies documenting this general perception of teacher values and its effects upon school achievement was a three-year participant observation study in New York City reported by Rist (105:70-110).

Rist observed one class of black ghetto children of different SES backgrounds during their kindergarten, first and second grade years. All school teachers, staff and other personnel were black. Teachers were discovered to be of middle-class backgrounds with many years of teaching experience (104:78-80).

Rist documented the findings that kindergarten children were placed in three different seating arrangements corresponding to the teachers subjective evaluation of each student's academic potential. The teacher had available to her only the students' background information such as SES indicants and medical information. No tests had been administered to any of the students.

Rist delineated the criteria used by the teacher, which he ascertained from his observations on four levels: physical appearance of child, interactional behavior of child with the teacher and other children, child's use of standard American English or Black Dialect, and social and family conditions of the child (104:80). Students were apparently placed at each of the three tables corresponding to the child's social class (104:80). In addition, Rist observed different interactional patterns of the teacher

with children from each table. Rist stated:

> Certain criteria became indicative of expected success and others became indicative of expected failure. Those children who closely fit the teacher's "ideal type" of the successful child were chosen to sit at Table 1. Those children that had the least "goodness of fit" with her ideal type were placed at the third table. The criteria upon which a teacher would construct her idea type of the successful student would rest in her perception of certain attributes in the child that she believed would make for success (104:81).

Rist maintained that the child's social class became an important determiner of the child's achievement and expected success at academic tasks in the first, as well as the second grade. For example, in the second grade, children were placed in reading groups that appeared to reflect the child's reading achievement as measured by standardized tests for academic achievement measures given at the end of kindergarten and again in the first grade. Rist observed, however, that as the year progressed in the second grade, children were locked into initial reading levels.

> The caste character of the reading group became clear as the year progressed, in that all three groups were reading in different books and it was school policy that no child could go on to a new book until the previous one had been completed. Thus, there was no way for the child, should he have demonstrated competence at a higher level, to advance, since he had to continue at the pace of the rest of his reading group. . . . Initial expectations of the kindergarten teacher two years earlier as to the ability of the child resulted in placement in a reading group, whether high or low, from which there appeared to be no escape. The child's journey through the early grades at one reading level and in one social grouping appeared to be pre-ordained from the eighty day of kindergarten (104:93-94).

The Rist study appeared to be one of the best studies available in the area documenting the importance of inter-

actions of student and teacher in student achievement. The study seemed to delineate the importance of social class determinants of positive and negative student-teacher interactions independent of teacher race. It was important to iterate that all three teachers of students in the Rist study were black, and the children were black. The Rist study was important because of its longitudinal nature.

The study failed to provide an answer, however, to the question of the differential effects of students and teachers, both of whom might differ in race and SES. That is, would black teachers of lower-class origins, or white teachers of middle-class origins, have interacted in ways similar to teachers in the Rist study? The Rist investigation did not answer these questions.

The Gottlieb study, cited in Chapter I above, found black teachers of predominantly lower-class origins to be less critical and less pessimistic in their evaluations of their black students than middle-class teachers (86:345-353). The Gottlieb research, however, also failed to take into account teaching experience of teachers in the study. A group of teachers' findings by an experience interaction might have been discovered had the variable of experience been taken into account.

Summary

As stated in the opening statement to this chapter, the literature that was relevant to this study was very

extensive. The present chapter attempted to render a general overview of hypotheses, theories and empirical evidence that were related to the school experiences of black children and variations in school performance.

Research has tended to indicate that black children of low socioeconomic backgrounds often came to school poorly prepared to handle typical school-related tasks. Failure among black children in school performance tended to continue throughout the child's school years, and often tended to show decrements at different grade levels.

Attempts to explain this phenomenon in terms of faulty socialization processes or fractured family structure have proven inconclusive in the light of recent evidence.

Many studies have reported significant positive correlations between actual scholastic performance and climate variables, student-teacher interaction variables, and attitudinal dimensions of students and teachers. Most of these studies, however, were incomplete in their lack of identifying teacher, race, or racial origins of their school personnel, and teaching experience.

The present investigator has concluded that teacher, race and years of teaching experience were important variables which must be taken into account in examining the attitudes of teachers, other school personnel, and students.

The present study was undertaken in an attempt to

discover how attitudes and opinions of students, teachers, school administrators and parents differed in terms of their perceptions of what constituted teacher effectiveness. It was believed that a broad survey of attitudes of the above mentioned four groups would shed additional light on a problem which educators had been deeply concerned with for a very long time.

CHAPTER III

METHODOLOGY

This chapter provided information on the pilot study, characteristics of subjects, the measuring instrument employed in the study, and specified the conditions of data collection and the procedures employed in analyzing the data.

The Pilot Study

Subjects

Four groups of subjects served as the pilot study sample: teachers, students, parents, and administrators.

Teachers. Three teachers, selected from different geographical areas of New York City, comprised the teacher group for the pilot study. Each teacher participating in the pilot study was asked by letter if she would be willing to participate in the project (see Appendix A). When the teachers indicated their willingness to participate as a member of the pilot group, a copy of the preliminary questionnaire was sent to them with a cover letter which provided additional information about the purpose of the project (see Appendix A).

Teachers were asked to review the tentative questionnaire in terms of clarity of instructions for completing the

questionnaire, clarity and/or ambiguity of items, and perceived relevance of items. They were also asked to indicate any changes and/or modifications they thought were needed to improve the existing instrument. In the event that a majority of teachers (two out of three) submitted the same recommendation, the suggestion was incorporated into the final version of the instrument that was utilized in the actual study.

Students. A preliminary draft of the questionnaire to be used with a student sample in the actual study was submitted to two samples of 25 children similar in most ways to children comprising the sample of the actual study. That is, 25 fifth grade black children attending school in District III in Central Harlem of New York City comprised the pilot sample of students.

The students' parents were sent a letter requesting permission for their children to participate in the pilot study. The parents were asked to return the permission form via their children.

The students' teachers were instructed by the investigator to record the pupils' comments, reactions and suggestions pertaining to the procedure for completing the instrument and the clarity of language used in terms, as well as the relevance of the questionnaire items. The investigator also spoke with a number of these children in the pilot group to solicit their informal observations and opinions pertaining to their experiences in filling

out the questionnaire. Appropriate adjustments were then made in constructing the actual instrument.

Parents. The investigator requested the parents of 25 students to be part of the pilot study at the same time their permission was solicited for their children to participate in the pilot testing.

Parents were asked to complete the questionnaire and return their answer sheet to the investigator via their children, who were to bring them to school with them. After reviewing parents' comments and suggestions, a final draft of the questionnaire was constructed by incorporating parents' comments and suggestions into the final version of the instrument.

Administrators. A preliminary draft of the administrators' instrument was sent to three administrators selected from the New York City public school system. The draft was accompanied by a cover letter explaining the nature of the study, and asking for specific suggestions for improving the existing draft in terms of clarity of instructions, clarity and/or ambiguity of items, as well as relevance of questions asked. An evaluation of their comments and suggestions was made and revisions were duly incorporated into the final edition of the questionnaire (see Appendix B).

The Parent Study

Setting of the Study and Selection of the Sample

The New York City Central Board of Education was contacted for permission to do the study in District III in Manhattan. This request for permission was granted. The next procedure was to approach the District III Superintendent for permission to do the study. Permission was granted.

The setting for the study was Central Harlem in the Manhattan. The area of Central Harlem is bordered by Central Park North around 96th Street, proceeding north to 123rd Street. It is bordered on the west by Broadway and terminates in the east on Fifth Avenue. The profile of the district's population indicated a black population in excess of 98%. Families living in this area were predominantly lower-class.

This was an area of declining neighborhoods. Many of society's problems were to be found in this area of the city. Children tended to be members of single-parental matriarchal households. According to city-wide tests, pupils attending schools in this district were below average in reading achievement.

The area contained 20 elementary schools and 3 junior high schools. Students of the present study attended some of these elementary schools. They all lived in this area of the city. In addition, teachers, as well as administrators

in the study, worked in the same locale.

The sample of teachers used in the present study was randomly selected from a larger group of 780 teachers in District III. All teachers who were sent questionnaires were tenured and certified in elementary education.

The final edition of the questionnaire was mailed to a sample of 60 teachers. A cover letter was included in the packet distributed to the sample of teachers. That letter explained the nature of the study, provided instructions for the completion of the instrument, and assured teachers that all responses would be kept confidential. Teachers were also asked to provide background information in a section of the questionnaire. The race of individual teachers was known by the investigator before distributing questionnaires, and was identified on individual questionnaires by the use of a color code system. Thirty-eight questionnaires were returned, which constituted the sample upon which the statistical analysis was performed.

The background information provided by responding teachers was tabulated. A profile of teacher characteristics is provided in Table 1. Table 1 shows individual teacher sex, race, years of teaching experience and highest academic degree held at the time of the study. Table 1 shows the following characteristics: 22 females, 16 males; 16 blacks and 22 whites; average age: 39 years (standard deviation: 9.12); average number of years of teaching experience: 9.02 (standard deviation: 3.0); 27 held bachelor's and 11 held a

TABLE 1

CHARACTERISTICS OF TEACHERS IN THE STUDY

Teacher Number	Sex		Race		Age	Years of Experience	Highest Degree
	Male	Female	Black	White			
1	x			x	25.7	5.0	M.A.
2		x		x	38.7	10.0	M.S.
3	x		x		42.4	11.0	B.A.
4		x		x	50.2	13.2	B.A.
5		x		x	28.2	5.0	B.S.
6		x	x		34.2	7.0	B.A.
7		x	x		36.7	8.0	B.A.
8	x		x		39.2	9.1	B.S.
9		x	x		45.2	10.0	B.A.
10	x			x	47.2	10.0	B.A.
11		x		x	52.3	10.0	M.A.
12		x	x		26.7	6.8	M.A.
13	x			x	29.5	8.0	B.S.
14		x		x	30.4	8.0	B.S.
15	x		x		34.6	8.7	B.A.
16		x		x	32.4	5.0	M.A.
17		x		x	24.6	4.2	B.A.
18		x	x		27.6	4.3	B.S.

(Continued)

TABLE 1 (Continued)

Teacher Number	Sex		Race		Age	Years of Experience	Highest Degree
	Male	Female	Black	White			
19		x	x		32.1	7.0	M.A.
20	x		x		33.6	7.0	M.S.
21		x		x	35.9	7.0	M.S.
22	x		x		48.2	9.0	B.S.
23		x		x	47.2	10.0	B.S.
24		x		x	42.1	10.0	B.S.
25	x			x	50.2	11.5	B.S.
26	x		x		55.6	12.6	B.A.
27		x	x		53.7	14.8	B.A.
28		x	x		56.9	15.0	B.A.
29	x		x		27.3	5.0	B.A.
30	x		x		30.9	8.3	B.S.
31		x		x	29.8	6.7	B.A.
32	x			x	32.8	9.1	B.A.
33		x		x	47.0	11.5	B.A.
34		x	x		42.8	12.3	M.A.
35		x	x		47.6	15.0	M.S.
36		x		x	36.2	5.4	B.A.
37		x	x		41.9	10.0	B.A.
38		x		x	46.3	12.2	B.A.

master's degree.

One hundred and twenty-three black fifth grade students were randomly selected from three randomly selected elementary schools in District III. The three schools were designated in this study simply as Schools A, B, and C. Students participating in the study were drawn from two classes in School A, two classes in School B, and one class in School C.

Copies of the final draft of the student questionnaire were hand-delivered by the investigator to the classroom teacher in classes of each of the three participating schools. The teachers were given explicit instructions to follow in administering the questionnaire in their classes. Students' sex and age were obtained from available school records. The pupils' completed questionnaires were collected personally by the investigator. One copy of the instrument was given to each school for their records (see Appendix B).

Ninety-three of the returned students' questionnaires were able to be analyzed statistically. Student characteristics are indicated in Table 2.

The final edition of the parents' questionnaire was sent to 123 black parents in District III via their children. A cover letter explaining the nature of the study, instructions for completing the questionnaire, a guarantee of anonymity of their responses, a request for permission to use their children in the study, and a stamped, self-addressed envelope with a request to return the completed

TABLE 2

SUMMARY CHARACTERISTICS OF STUDENTS IN THE STUDY

School	n	Sex		Age	
		Boys	Girls	$\bar{X}$	SD
A	18	5	13	9.69	0.29
B	47	18	29	9.90	0.41
C	28	12	16	9.93	0.33
Totals	93	35	58	9.87	0.37

questionnaires within a two-week period were all included in the packet distributed to students' parents. Parents were asked to provide background information on their sex and occupation in a section of the questionnaire.

Eighty-six parents returned usable answer sheets. All parents in the study who returned questionnaires were in working class occupations and/or unemployed or receiving welfare aid.

Table 3 shows summary characteristics of parents in the present study. Shown in Table 3 are the number of parents with children in each of the three schools and a breakdown of the respondents by sex.

Final drafts of the administrators' questionnaire were mailed directly to a random sample of 25 District III administrators. A cover letter was included with individual questionnaire forms. That letter contained an explanation of the nature of the study, instructions for completing the questionnaire, assurances as the confidentiality of their responses, and a request to return the completed questionnaire in the stamped self-addessed envelope provided them. In addition, administrators were asked to provide certain background information pertaining to their sex, years of supervising experience, and highest academic degree held at the time they completed the questionnaire. The race of each respondent was known, and a color code system was used to identify each subject's race as questionnaires were returned.

TABLE 3

SUMMARY CHARACTERISTICS OF PARENTS IN THE STUDY

School	n	Sex	
		Male	Female
A	13	9	4
B	46	27	19
C	27	16	11
Totals	86	52	34

Table shows individual administrator's sex, race, years of experience as a supervisor, and highest academic degree for 18 of the 25 administrators. Table 4 indicates that the sample included 13 males, 5 females, 13 whites and 5 blacks; the average number of years as a supervisor was 10.79 (standard deviation: 3.35). Five subjects held a master's and 13 held a bachelor's degree. All of the black administrators were female, and they held the five master's degrees within the administrator sample.

Measuring Instruments

Research Design

Four testing instruments, each for one of the four groups included in the present research study, were constructed by the investigator to serve as attitude measuring instruments. Each instrument will be discussed separately.

Teacher questionnaire. The present investigator was unable to locate a measuring instrument appropriate for the purpose of the present study. It was, therefore, decided that an instrument specifically designed for the present study had to be developed for the purpose of measuring elementary school teachers' values regarding teaching and attitudes in areas of student-teacher interactions.

The theoretical framework for developing the questionnaire was provided by available literature discussed in the last chapter. A broad range of attitude dimensions

TABLE 4

CHARACTERISTICS OF ADMINISTRATORS IN THE STUDY

Administrator Number	Sex		Race		Years of Experience	Highest Degree
	Male	Female	Black	White		
1	x			x	10.0	B.S.
2		x	x		5.0	M.A.
3	x			x	7.0	B.A.
4	x			x	15.0	B.A.
5	x			x	12.0	B.S.
6		x	x		6.0	M.A.
7	x			x	13.0	B.A.
8	x			x	11.0	B.A.
9	x			x	11.8	B.A.
10	x			x	15.0	B.S.
11	x			x	15.0	B.S.
12		x	x		10.0	M.S.
13	x			x	14.9	B.S.
14	x			x	13.8	B.A.
15	x			x	13.2	B.A.
16		x	x		6.0	M.S.
17	x			x	9.8	B.S.
18		x	x		8.0	M.S.

relevant to teacher values and student-teacher interactions was desired. Particularly relevant to the present study was the fact that teachers in the present study were of different racial origins and possessed varying amounts of teaching experience. It was hypothesized that differences would be found in attitudes as functions of teacher race and teaching experience. Only a broad range of attitude dimensions could serve to locate possible significant race/experience differences in attitude. The pilot testing of the instrument was useful for clarifying the language of items which would contribute to the instrument reliability as well as to the content and validity of the instrument. Through the pilot study, teachers' comments on the relevance of existing categories and suggestions for additional categories clarified the terms used in the questionnaire.

The only available instrument which appeared to measure qualities related to the present study was the instrument, Teacher Preference Schedule, developed and tested by Stern et al. (113:9-29). That instrument, however, measured unconscious motivations for entering the teaching profession. Yet, the wording of a good number of the items in that instrument, appeared to be similar to areas of interest to the present investigator. Therefore, the present researcher consulted that instrument for possible technical advice on item construction. In addition, the present investigator consulted standard reference works for the construction of attitude

questionnaires and sought the professional expertise of advanced graduate students in psychometrics (112).

The final edition of the instrument consisted of nine broad categories of item clusters measuring values and attitudes in the following areas: teacher personality;* communication between student and teacher; motivation for learning; love in the learning environment; interest in student's progress and in individual development; self-awareness of self and of individual student's needs; academic standards; respect for teacher and student; and the ability to listen to students' overt comments and be able to discern underlying student feelings through overt, typical child behavior.

The questionnaire consisted of 50 items written in a seven-point Likert-type scale format. Intensity of agreement was allowed for on a continuum from "strongly agree" through "strongly disagree."

Student questionnaire. The author-constructed student questionnaire sought to tap student attitudes toward teacher effectiveness. Previous research by McCluskey had suggested that New York City black inner-city school children's attitudes towards teachers fell into certain categories which were strongly related to areas such as academic achievement (128). However, no adequate study

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*The underlined words correspond to category names selected to designate the area of attitude being tapped by individual items.

seemed to investigate the relationship between student attitudes towards teachers and the proportion of black and white teachers within a school.

Conversations with students, as well as students' written comments collected during the pilot testing phase of the study suggested that students were concerned about several areas of teacher effectiveness and teacher traits. The pilot data, as well as literature on the subject of elementary school students' attitudes about teaching effectiveness provided the theoretical rationale for the development of the student questionnaire.

The instrument used in the actual study tapped attitudes in the following areas: justice* in discipline and other areas of student-teacher interactions; fair practice in student-teacher interactions; interest shown by teachers in students' progress and students' development as people; methods of motivation used by teachers; ways a teacher showed he/she cared about students' feelings and school progress; and general personality, character or temperament of the teacher in the classroom.

The questionnaire consisted of 27 Likert-type scale items with a seven-point response agreement/disagreement continuum ("strongly agree" to "strongly disagree").

Parent questionnaire. Parents' attitudes concerning teacher effectiveness were deemed an essential aspect of

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*Underlined words indicate category means.

the present study. The degree to which parents expressed concern about qualities of teachers and teacher behavior in the classroom had a bearing on major components related to the quality of teaching offered. This was especially true in communities where concerned parents had some input in school-related functions and organizations.

The parents' questionnaire was constructed to tap attitudes towards teacher effectiveness and student-teacher interactions in the following areas: the importance of a teacher being educationally prepared* to teach; the teachers' interest and understanding of students; motivation of teachers to teach children, and the ability of the teacher to motivate students; organization and classroom management by teachers. The willingness with which a teacher listened to students and was able to get control of students' attention in order for students to listen to the teacher. The ability of the teacher to relate to students personally and academically, the respect for students and for teachers; and a positive attitude on the part of a teacher towards teaching children.

The Parent Interaction Schedule consisted of 30 questions that were retained in a Likert-type scale format. Parents were allowed to indicate strength of agreement/ disagreement on a seven-point continuum ("strongly agree" to "strongly disagree").

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*Underlined words or phrases indicate category names.

Administrator questionnaire. Administrators were asked to render facts, opinions, perceptions and preferences pertaining to teacher selection, retention, and effectiveness related to teacher classroom performance. Specifically, 18 questions were retained from results gathered and analyzed during the pilot testing of the instrument (see Appendix B). Administrators were asked to respond to individual items by checking off categories, selecting alphabetical characters and matching them against other categories, and writing in specific numbers on the questionnaire form.

Analysis of the Data

Development of Category Scales Scores

Scales scores were computed for the Likert-type scale questionnaires collected from teachers, students and parents in the study before raw scores were submitted to statistical analysis procedures. Scaled scores were computed for each questionnaire category for each of three questionnaires received from the three groups of subjects who received Likert-type scale questionnaires.

The scale score for a particular category of questions was defined as the numerical total of the respondents' responses on the seven-point Likert scale, divided by the number of items in the particular category to which that individual responded. The Likert scale continuum was constructed with the following numerical values corresponding

to varying levels of agreement/disagreement: no response = 7; strongly agree = 6; agree = 5; agree in part = 4; disagree in part = 3; disagree = 2; strongly disagree = 1. As an example of how the scale scores were calculated, if a teacher responded "strongly agree" to all five items on the personality category of the Teacher Interaction Preceiver Schedule, that person would receive a score of six ([6 + 6 + 6 + 6 + 6]/5 = 6). Relatedly, if a different teacher responded "agree" to four of those items and omitted one item, a scale score would be assigned equal to five ([5 + 5 + 5 + 5]/4 = 5). This scoring procedure was adopted to control for those situations when individual respondents failed to complete all items in a particular questionnaire category.

The administrators' responses were recorded by simply tallying the number of respondents who checked a particular category or indicated a response in writing or figuration.

Statistical Analysis

After scale scores had been computed for each teacher on each of the questionnaire categories of the Teacher Interaction Perceiver Schedule, an analysis of variance was done by race and years of experience to compare responses on each of the nine questionnaire categores.

To compare students' responses on each of the categories of the student questionnaire, average scale

scores for each of the categories were compared for each of the three schools sampled with a one-way analysis of variance procedure.

Parents were categorized as being the parent of a child attending one of the three schools. Average scale scores for the eight cateogires of the Parents Interaction Schedule were then compared across schools with the use of a one-way analysis of variance procedure.

No inferential statistical analysis procedures were utilized in comparing administrators' responses. The primary reason for this was the lack of sufficient numbers of subjects accurately completing a large number of items appears in the Administrator Perceiver Schedule. For a good number of the questionnaire items, subjects either omitted answering or filled in information that was not relevant to the allowable questionnaire response universe.

A lack of sufficient numbers of subjects correctly responding to those items severely reduced the already small sample size, and any statistical procedures would have produced results that were essentially meaningless. Therefore, only questionnaires items were analyzed which contained at least two-thirds of the total administrator sample (i.e., 2/3 of 18 = 12). Descriptive data in the form of percentage tabulations were calculated for black and white administrators separately for usable items.

Summary

This chapter provided information on the pilot study and the testing of the instruments, with samples comparable to subject samples of the actual study. Piloting was useful for clarifying instructions for completing the questionnaire instruments and for providing helpful feedback on content areas. The pilot testing was an important step in the sequence of events related to the present study, as an instrument of validity and reliability. It was an inherent problem for the author-constructed instruments which, by definition, contained no previous data on validity and reliability.

The setting of the present investigation was District III in Manhattan, New York City. District III is a mixed area consisting largely of lower-class black families. Three schools in District III were randomly selected for sampling students. One hundred and twenty-three black fifth grade students were sampled for attitude assessment. Their parents were also assessed for their attitudes towards important aspects of student-teacher interactions. Out of the 700 teachers in District III, 60 were selected at random to participate in the present study. In addition, a random sample of 25 school administrators of District III were selected for attitude assessment in areas of teacher selection, retention and student-teacher interactions.

The measuring instruments utilized in the present study were described. The theoretical rationale for the development and construction of instruments was provided. Instruments distributed to teachers, students and parents consisted of Likert-type items designed to tap attitudes towards aspects of teacher qualities and teacher effectiveness.

Administrators were given an open-ended questionnaire constructed to solicit facts, opinions, perceptions and attitudes pertaining to teacher selection, retention and effectiveness related to teacher classroom behavior.

The procedures that were used on developing scale scores prior to data analysis were described. Parametric significance testing procedures employed in analyzing the constructed scale scores of distributions were described. Significance testing was carried out for questionnaire responses returned by teachers, students and parents that related to the hypotheses and related to questions of the present study. No significance testing was conducted for administrators' responses due to the small number of responses to many questionnaire items.

CHAPTER IV

FINDINGS AND DISCUSSIONS

Results

Test Reliability

Estimates of test reliability were calculated for questionnaires returned by teachers, students and parents. No reliability testing was performed for administrators' questionnaires since that instrument was of an open-ended nature. Test reliability was obtained through methods for estimating internal consistency or item homogeneity. To that end, Cronbach's unstandardized coefficient alpha was computed for all derived scales. Tables 5 through 7 present the observed reliabilities for questionnaire categories and the total test for each subject group.

Table 5 presents the results for teachers. It is noted in Table 5 that 26 out of 38 teachers' scores were used in calculating coefficient alpha. Only subjects who responded to all items on the questionnaire were included in the calculations. This procedure was followed so as not to obtain reliabilities across categories with unequal sample sizes. Reliability estimates were not reported for the categories Communication and Motivation, as they each

TABLE 5

RELIABILITY COEFFICIENTS FOR THE TEACHER INTERACTION PERCEIVER SCHEDULE

Category	n	Number of Items	Reliability
Personality	26	5	.16
Love	26	5	.23
Interest	26	12	.38
Self-awareness	26	17	.76
Standards	26	4	.39
Respect	26	3	.08
Listens	26	2	.91
Totals	26	50	.83

contained one item. It was therefore decided that no reasonable measure of internal consistency appropriate for questionnaire data could be obtained for those two categories. The category reliabilities for teachers as reported in Table 5 range from a low of .08 to a high of .91. Large item variances relative to total item variance would be the most likely explanation for the lower category reliabilities, implying that little agreement among the teacher respondents occurred when responding to items in those categories. This would seem to indicate that either genuine disagreement existed among teachers or that items in categories were ambiguous. This latter possibility was very likely, as unclear or poorly worded items were discarded or modified during the pilot study stage of the research. The observed total test reliability coefficient (.83) was judged to be quite adequate for the present study. Tables 6 and 7 show reliabilities for students and parents. Reduced sample sizes exist for the same reason as given above in discussing the teacher questionnaire. Tables 6 and 7 indicate the same general pattern in subtest and total test reliabilities as seen in Table 5. Parents were more agreeing across items than either teachers or students, as seen in the reliabilities reported for parents in Table 7. In general, the observed test reliabilities were judged adequate for testing the hypotheses and related questions statistically.

The remainder of this chapter was devoted to

TABLE 6

RELIABILITY COEFFICIENTS FOR STUDENT QUESTIONNAIRE

Category	n	Number of items	Reliability
Listens	69	3	.22
Fair Practice	69	4	.10
Interest	69	5	.42
Motivation	69	6	.53
Cares	69	5	.40
Patients	69	2	.54
Personality	69	2	.57
Totals	69	27	.79

TABLE 7

RELIABILITY COEFFICIENTS FOR PARENT INTERACTION QUESTIONNAIRE

Category	n	Number of items	Reliability
Educationally Prepared	69	2	.30
Interest	69	9	.59
Motivation	69	4	.59
Classroom Management	69	2	.24
Listens	69	2	.13
Relates	69	4	.56
Respects	69	4	.67
Positive attitude	69	3	.39
Totals	69	30	.86

presenting the results of the statistical analyses and a discussion of the findings. The findings were reported separately for the hypotheses and related questions. The results for teachers in the study will be reported first.

Results of the Analysis of Variance

Hypotheses 1 and 2 were tested together. A two-way analysis of variance was performed for each questionnaire category separately. Race and years of teaching experience were the independent variables. Hypothesis 3 was not measurable due to insufficient data. In order to transform "teaching experience" into a categorical variable, years of teaching experience was dichotomized into ten-years-or-less and more-than-two-years. This procedure resulted in approximately equal cell frequencies.

Table 8 presents descriptive statistics for the category of questions concerning personality. Table 9 presents the results of the analysis of variance. In Table 9, no significant differences were observed for the main effects of race or experience or the interaction effect. Therefore, teachers in the present study did not differ in their attitudes on the role that personality plays in teaching as a function of race or experience, or as a joint function of race and experience. The overall mean score for this variable (see Table 8) indicates teachers in the present study agreed strongly on the average that teacher personality was an important aspect of teaching children.

TABLE 8

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR PERSONALITY

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	4.70	0.59	13	4.34	0.53	21	4.48	0.56
More than 10	8	4.60	0.66	9	4.69	0.87	17	4.65	0.57
Totals	16	4.65	0.60	22	4.48	0.67	38	4.55	0.65

TABLE 9

TWO-WAY ANALYSIS OF VARIANCE: PERSONALITY

BY RACE AND EXPERIENCE

Source of Variation	Sum of Squares	df	Mean Square	F
Race (R)	0.218	1	0.218	0.50
Experience (E)	0.230	1	0.230	0.53
R x E	0.463	1	0.463	1.06
Residual	14.840	34	0.436	
Totals	15.795	37		

Tables 10 and 11 show descriptive statistics and the results of the analysis of variance for the category communication. No significant differences were observed for either race, years of teaching experience, or the interaction between them. The overall mean score for this variable that was reported in Table 10 indicated that teachers in the present study felt communication between teacher and student to be an important factor in the classroom.

Tables 12 and 13 report the relevant descriptive statistics and analysis of variance for the group of questions pertaining to motivation. Table 13 evidences significant race effect was observed for this variable. Table 12 shows the mean of white teachers to be higher than the mean for black teachers for this questionnaire variable. Therefore, while teachers of both races perceived motivation to be very important, white teachers perceived motivation to be significantly more important than black teachers. As Tables 14 and 15 jointly demonstrate, while teachers of either race or level of experience felt love to be an important factor in school, no significant differences were observed for race or experience or the interaction between race and experience. That is to say, regardless of the teachers' racial group or number of years training, love was perceived to be an important factor in the school environment.

TABLE 10

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR COMMUNICATION

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	5.00	0.76	13	4.69	1.89	21	4.81	1.54
More than 10	8	5.13	0.64	9	4.22	1.99	17	4.65	1.54
Totals	16	5.06	0.68	22	4.50	1.90	38	4.74	1.52

TABLE 11

TWO-WAY ANALYSIS OF VARIANCE: COMMUNICATION

BY RACE AND EXPERIENCE

Source of Variation	Sums of Squares	df	Mean Square	F
Race (R)	3.112	1	3.112	1.30
Experience (E)	0.429	1	0.429	0.18
R x E	0.808	1	0.808	0.34
Residual	81.200	34	2.388	
Totals	85.368	37		

TABLE 12

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR MOTIVATION

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	5.38	0.74	13	5.85	0.38	21	5.67	0.58
More than 10	8	5.25	0.46	9	5.67	0.71	17	5.47	0.62
Totals	16	5.31	0.60	22	5.77	0.52	38	5.58	0.60

TABLE 13

TWO-WAY ANALYSIS OF VARIANCE: MOTIVATION

BY RACE AND EXPERIENCE

Source of Variation	Sums of Squares	df	Mean Square	F
Race (R)	1.828	1	1.828	5.62*
Experience (E)	0.227	1	0.227	0.70
R x E	0.007	1	0.007	0.21
Residual	11.067	34	0.326	
Totals	13.263	37		

*$p < .05$.

TABLE 14

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR LOVE

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	4.91	0.51	13	4.70	0.75	21	4.78	0.66
More than 10	8	4.93	0.47	9	4.90	0.52	17	4.91	0.48
Totals	16	4.92	0.47	22	4.78	0.66	38	4.84	0.58

TABLE 15

TWO-WAY ANALYSIS OF VARIANCE: LOVE

Source of Variation	Sums of Squares	df	Square	F
Race (R)	0.143	1	0.143	0.40
Experience (E)	0.144	1	0.144	0.40
R x E	0.078	1	0.078	0.219
Residual	12.129	34	0.357	
Totals	12.523	37		

The overall mean reported in Table 16 for this variable is 3.98, indicating that teachers in general considered interest to be only mildly important. Table 16 indicates that black teachers felt interest to be slightly more important than did white teachers. The analysis of variance reported in Table 17 shows no significant differences for the factor, interest. However, the F ratio for the main effect, race, approached significance at the .05 level of significance. The exact probability for an F ratio of 3.7 with 2 and 90 degrees of freedom is .06.

As Table 18 shows, teachers on the average perceived this factor to be of only mild importance. Table 19 shows no significant differences occurred for the questionnaire variable, self-awareness.

As Table 20 indicates, teachers attached fair importance to maintaining standards in the classroom. Table 21 shows no significant difference for standards was evident.

Tables 22 and 23 show that black teachers scored at a significantly higher level than white teachers on respect. Thus, black teachers were significantly more concerned about receiving respect from their students in the classroom and demonstrating respect for their students than white teachers. No significant differences were observed for the other effects.

The total mean (see Table 24) indicated that teachers in the present study felt listening to be a very important factor, on the average. As Table 25 demonstrates, while teachers scored at a significantly higher level than did

TABLE 16

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR INTEREST

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	4.21	0.29	13	3.95	0.49	21	4.05	0.44
More than 10	8	4.06	0.44	9	3.75	0.51	17	3.89	0.50
Totals	16	4.14	0.37	22	3.87	0.50	38	3.98	0.46

TABLE 17

TWO-WAY ANALYSIS OF VARIANCE: INTEREST

BY RACE AND EXPERIENCE

Source of Variation	Sums of Squares	df	Mean Square	F
Race (R)	0.751	1	0.751	3.70
Experience (E)	0.300	1	0.300	1.48
R x E	0.007	1	0.007	0.40
Residual	6.912	34	0.203	
Totals	7.893	37		

TABLE 18

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR SELF-AWARENESS

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	4.44	0.52	13	4.19	0.52	21	4.29	0.52
More than 10	8	4.26	0.74	9	4.06	0.46	17	4.15	0.60
Totals	16	4.35	0.62	22	4.14	0.49	38	4.23	0.55

TABLE 19

TWO-WAY ANALYSIS OF VARIANCE: SELF-AWARENESS

BY RACE AND EXPERIENCE

Source of Variation	Sums of Squares	df	Mean Square	F
Race (R)	0.468	1	0.468	1.50
Experience (E)	0.223	1	0.223	0.716
R x E	0.006	1	0.006	0.02
Residual	10.607	34	0.312	
Totals	11.251	37		

TABLE 20

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR STANDARDS

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	5.19	0.58	13	4.50	0.54	21	4.76	0.64
More than 10	8	4.75	1.06	9	4.64	0.79	17	4.69	0.90
Totals	16	4.97	0.86	22	4.56	0.64	38	4.73	0.76

TABLE 21

TWO-WAY ANALYSIS OF VARIANCE: STANDARDS

BY RACE AND EXPERIENCE

Source of Variation	Sums of Squares	df	Mean Square	F
Race (R)	1.635	1	1.635	2.98
Experience (E)	0.110	1	0.110	0.20
R x E	0.758	1	0.758	1.38
Residual	18.733	34	0.551	
Totals	21.173	37		

TABLE 22

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR RESPECT

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	4.92	0.83	13	4.13	0.66	21	4.43	0.81
More than 10	8	4.79	0.92	9	3.96	0.54	17	4.35	0.84
Totals	16	4.85	0.85	22	4.06	0.61	38	4.39	0.81

TABLE 23

TWO-WAY ANALYSIS OF VARIANCE: RESPECT

BY RACE AND EXPERIENCE

Source of Variation	Sums of Squares	df	Mean Square	F
Race (R)	5.984	1	5.984	11.07**
Experience (E)	0.204	1	0.204	0.38
R x E	0.004	1	0.004	0.01
Residual	18.371	34	0.540	
Totals	24.412	37	0.660	

*$p < .01$.

TABLE 24

MEANS AND STANDARD DEVIATIONS

BY RACE AND EXPERIENCE FOR LISTENS

	Race								
	Black			White			Total		
Experience	n	$\bar{X}$	SD	n	$\bar{X}$	SD	n	$\bar{X}$	SD
10 or less	8	5.13	0.69	13	5.92	0.28	21	5.62	0.61
More than 10	8	5.38	0.58	9	5.61	0.60	17	5.50	0.59
Totals	16	5.25	0.63	22	5.80	0.45	38	5.57	0.59

TABLE 25

TWO-WAY ANALYSIS OF VARIANCE: LISTENS

BY RACE AND EXPERIENCE

Source of Variation	Sums of Squares	df	Mean Square	F
Race (R)	2.669	1	2.369	9.492**
Experience (E)	0.047	1	0.047	0.166
R x E	0.721	1	0.721	2.56
Residual	9.562	34	0.281	
Totals	13.086	37		

*p < .01.

black teachers on the questionnaire variable, listens.

In order to test the question of whether black elementary school students differed in attitude toward teacher effectiveness as related to teacher ethnic population, a one-way analysis of variance was performed for each of the seven questionnaire categories. In these analyses, Schools A, B, and C served as the independent variable.

Tables 26 through 32 present descriptive statistics and the analysis of variance F ratio for each of the categories. In Tables 26 through 32 no significant differences were observed for school means on the questionnaire variables. The overall means for listens (see Table 26) and fair practice (see Table 27) were among the highest observed averages. Students tended to perceive these two factors as being among the most important in deciding the aspects of teaching most related to teacher effectiveness. The total mean scores for the remaining categories were somewhat lower than those for listens or fair practice, but of approximately the same magnitude among themselves.

Therefore, while the proportion of black teachers varied among the three schools, no significant differences were observed for questionnaire category means when varying proportions of black teachers in those schools were taken into account.

TABLE 26

DESCRIPTIVE STATISTICS AND F RATIO FOR

STUDENTS ON LISTENS BY SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	18	4.52	1.43	1.92
B	47	4.94	0.92	
C	28	4.53	0.83	
Totals	93	4.73	1.21	

*Degrees of freedom = 2, 90.

TABLE 27

DESCRIPTIVE STATISTICS AND F RATIO FOR

STUDENTS ON FAIR PRACTICE BY SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	18	4.63	1.28	0.58
B	47	4.80	0.73	
C	28	4.60	0.76	
Totals	93	4.71	0.86	

*Degrees of freedom = 2, 90.

Table 28 indicates that the students tended to perceive the variable interest about the same in the analyses, Schools A, B, and C. The total 4.25 shows that pupils felt this was an important factor when interacting with black teachers and white teachers.

As Table 29 demonstrates that pupils from Schools B, 4.07; C, 4.11; scored nearly the same level with the exception of School A, 3.69. Table 29 indicates that on the variable motivation students didn't give enough significance to show a marked difference on their attitude on whether teachers should highly motivate them in the classroom.

Table 30 reports the means for the table as average (A, B, C) the total 4.20 for the students. It evidences that the category for the variable care was low. It shows that the pupils felt the teachers should have this attribute when teaching black pupils.

Table 31 reports the relevant descriptive statistics and analysis of variance for the questions pertaining to students on patience by school. The total for this variable is 4.38. The table evidences that pupils from Schools A, B, and C felt the same about the variable patience when they interacted with black and white teachers. This category was not seen as having a significant impact on their learning.

As Table 32 shows, the pupils did not indicate that the personality of teachers was an extremely important factor in communication between them and their learning.

TABLE 28

DESCRIPTIVE STATISTICS AND F RATIO FOR

STUDENTS ON INTEREST BY SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	18	4.22	1.38	0.64
B	47	4.35	0.78	
C	28	4.09	0.80	
Totals	93	4.25	0.95	

*Degrees of freedom = 2, 90.

TABLE 29

DESCRIPTIVE STATISTICS AND F RATIO FOR

STUDENTS ON MOTIVATION BY SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	18	3.69	1.87	0.54
B	47	4.07	1.40	
C	28	4.11	1.16	
Totals	93	4.01	1.43	

*Degrees of freedom = 2, 90.

TABLE 30

DESCRIPTIVE STATISTICS AND F RATIO FOR

FOR STUDENTS ON CARES BY SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	18	4.03	1.93	0.19
B	47	4.19	1.43	
C	28	4.32	1.38	
Totals	93	4.20	1.51	

*Degrees of freedom = 2, 90.

TABLE 31

DESCRIPTIVE STATISTICS AND F RATIO FOR

STUDENTS ON PATIENCE BY SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	18	4.36	2.16	0.39
B	47	4.24	1.71	
C	28	4.61	1.42	
Totals	93	4.38	1.71	

*Degrees of freedom = 2, 90.

TABLE 32

DESCRIPTIVE STATISTICS AND F RATIO FOR

STUDENTS ON PERSONALITY BY SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	18	4.06	2.05	0.03
B	47	4.04	1.79	
C	28	4.14	1.88	
Totals	93	4.08	1.85	

[a]Degrees of freedom = 2, 83.

TABLE 33

DESCRIPTIVE STATISTICS AND F RATIO FOR PARENTS

ON EDUCATIONALLY PREPARED BY STUDENT'S SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	5.35	0.59	0.36
B	46	5.14	0.84	
C	27	5.17	0.74	
Totals	86	5.18	0.77	

[a]Degrees of freedom = 2, 83.

The variable of personality played an average significant factor with a total of 4.08. However, School C shows a score of 4.14. The overall means of Table 33 for the parent was 0.77. This indicates that parents from Schools A, B, and C all felt that teachers should be educationally prepared. The parents' descriptive statistics and analysis of variance was nearly the same. The exception was School A, which was 0.59.

Table 34 shows the same general pattern for parents on interest by student's school. The category on interest total reports 0.59. The parents in School A, 4.66, felt that the variable interest was very important for a teacher to have in order to teach their children.

The category on the variable motivation in Table 35 reports there was a very high score in School A, 1.16. This evidence that the parents felt that teachers needed to have a degree of motivation in order to dispense knowledge. The other schools shared the same overall view, as evidenced by their scores in Table 35.

As Table 36 shows, parents felt the variable on classroom management was very important to the climate of learning for their children.

The statistical analysis of the question by the schools (A, B, and C) indicates that urban parents felt very strongly about the motivation that their children received from teachers that taught them.

Table 37 presents the descriptive statistics and the results of the analysis of variance for parents on the

TABLE 34

DESCRIPTIVE STATISTICS AND F RATIO FOR

PARENTS ON INTEREST BY STUDENTS' SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	4.66	0.74	3.55*
B	46	4.80	0.62	
C	27	5.11	0.37	
Totals	86	4.87	0.59	

[a]Degrees of freedom = 2, 83.

*$p < .05$.

TABLE 35

DESCRIPTIVE STATISTICS AND F RATIO FOR

PARENTS ON MOTIVATION BY STUDENTS' SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	4.60	1.16	1.31
B	46	4.92	0.81	
C	27	5.03	0.53	
Totals	86	4.91	0.81	

[a]Degrees of freedom = 2, 83.

TABLE 36

DESCRIPTIVE STATISTICS AND F RATIO FOR PARENTS ON CLASSROOM MANAGEMENT BY STUDENTS' SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	5.04	0.78	0.01
B	46	5.01	0.77	
C	27	5.04	0.71	
Totals	86	5.02	0.74	

[a]Degrees of freedom = 2, 83.

TABLE 37

DESCRIPTIVE STATISTICS AND F RATIO FOR PARENTS ON LISTENS BY STUDENTS' SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	4.62	1.18	0.82
B	46	4.85	0.84	
C	27	4.98	0.66	
Totals	86	4.85	0.85	

[a]Degrees of freedom = 2, 83.

category on listens. This table indicates that the overall score for this table was 4.85. The parents felt that this was an area that teachers should be very proficient in if they dealt with urban black pupils.

The analysis of variance reported in Table 38 shows no significant differences for the factor on relates, indicating that black parents felt that the variable relates was not of great interest, because the total was a low 0.86. This shows that black parents in general considered relates to be of only mild importance or very little importance.

Table 39 demonstrates that black parents felt that the category of respect was mildly significant. It evidences that these parents felt that the respect the children had for their teachers enhanced their children's learning. On the average, all of the parents gave this variable mild importance. The table shows that the parents felt that all teachers should receive support.

The descriptive statistics in Table 40 on positive attitude indicate that the black parents felt this was of mild importance in Schools A (0.87) and B (0.81), while in School C (0.51), they felt it did not make a great deal of significant difference. The overall mean was not very high, the total being 0.77. The parents' statistics show that they felt positive attitude is a quality a teacher should have when working with black children.

TABLE 38

DESCRIPTIVE STATISTICS AND F RATIO FOR PARENTS ON RELATES BY STUDENTS' SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	4.50	1.07	1.36
B	46	4.89	0.81	
C	27	4.65	0.83	
Totals	86	4.76	0.86	

[a]Degrees of freedom = 2, 83.

TABLE 39

DESCRIPTIVE STATISTICS AND F RATIO FOR PARENTS ON RESPECT BY STUDENTS' SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	4.16	1.25	4.63*
B	46	4.87	0.89	
C	27	5.08	0.74	
Totals	86	4.83	0.95	

[a]Degrees of freedom = 2, 83.

*$p < .05$.

TABLE 40

DESCRIPTIVE STATISTICS AND F RATIO FOR PARENTS ON POSITIVE ATTITUDE BY STUDENTS' SCHOOL

School	n	$\bar{X}$	SD	F[a]
A	13	4.67	0.87	0.84
B	46	4.82	0.81	
C	27	4.98	0.51	
Totals	86	4.84	0.74	

[a]Degrees of freedom = 2, 83.

Results for Students and Parents

To examine the second related question of interest, concerning parents' attitudes towards teacher effectiveness, each parent was classified as having a child in one of the three schools his or her child attended. Thus, the child's school served as the independent variable which was used in a one-way analysis of variance for each of the parent questionnaire variables. Tables 33 through 40 report the results of these analyses with accompanying descriptive statistics. Two comparisons showed significant differences: interest and respect. Both of these categories indicated significant differences among the means of parents at the .05 level of significance.

To further examine the differences among the mean scores, Scheffe's contrasts were constructed for the average of Schools A and B, versus the average score of parents with children in School C. Post hoc comparisons showed the mean of parents of School C to be significantly higher than the average for Schools A and B at the .05 level of significance for both interest and respect.

Thus, parents with children attending School C were significantly higher in agreement than the average of scores for parents with children attending Schools A and B that interest and respect were important qualities defining teacher effectiveness. An examination of total mean scores for the nonsignificant categories showed that all were between 4.0 and 5.0, most occurring closer to the

5.0 direction. Thus, while no significant differences were observed for those questionnaire variables, the average parent felt strongly that these factors defining teacher effectiveness were important.

Results for Administrators

The final analysis was performed on responses to the open-ended questionnaire distributed and returned by the 18 school administrators. No significance testing was carried out on questionnaire responses owing to the large percentage of no responses and/or unscorable responses made by administrators who did not follow the explicit instructions for completing the questionnaires. Therefore, descriptive statistical data were reported only for administrators.

Table 41 presents a percentage breakdown of administrators' first two choices of factors they considered to be important when selecting new teachers (Question 2 on questionnaire). As seen in Table 41, both black and white administrators gave the largest weight to experiential and competence factors. It was notable that while none of the black administrators stated they gave any consideration to ethnic or religious background of prospective teachers, approximately 15% of the white administrators indicated giving ethnic or religious background prime consideration. In addition, no white administrators considered the ability to fit in as an

TABLE 41

PERCENTAGE OF FIRST AND SECOND CHOICES IN SELECTING NEW TEACHERS AS REPORTED BY BLACK AND WHITE ADMINISTRATORS

Criterion	Black administrators	White administrators
Experience	60.00	76.92
Ethnicity/religion	-	15.38
Understanding	10.10	-
Knowledge	-	7.70
Ability to fit in	30.00	-
Personal attractiveness	-	-
Totals	100.00	100.00

important factor, while 30% of the black administrators felt it was an important consideration in making employment decisions.

Table 42 presents a similar kind of percentage breakdown for Question 3. In comparing the results (see Tables 41 and 42), it was seen that administrators gave primary consideration to experience and competence, and administrators perceived the parent advisory/selection committee as giving those same factors the most weight in selecting new teachers. However, black administrators felt such committees gave more weight to experience and competence than they themselves did, while white administrators felt the parent advisory/selection committee attached less importance to this criterion than they themselves did. Other discrepancies between administrators' choices and their perceived estimates of weight given by the parent advisory/selection committee are seen in Tables 41 and 42.

Table 43 shows a percentage tabulation for responses by black and white administrators to Question 10, concerning the perceived importance of the ethnic or religious background of equally qualified teachers in effectively teaching children. All of the black administrators felt that an ethnic or religious background made some difference. Approximately 31% of the white administrators felt an ethnic or religious background made no difference, and approximately 69% said it made some difference.

TABLE 42

PERCENTAGE OF FIRST AND SECOND CHOICES IN SELECTING NEW TEACHERS BY PARENT ADVISORY/SELECTION COMMITTEE AS PERCEIVED BY BLACK AND WHITE ADMINISTRATORS

Criterion	Black administrators	White administrators
Experience	71.43	54.55
Ethnicity/religion		13.64
Understanding	14.28	13.64
Knowledge		
Ability to fit in	14.28	13.64
Personal attractiveness		4.53
Totals	99.99	100.00

TABLE 43

PERCENTAGE RESPONSES BY BLACK AND WHITE ADMINISTRATORS TO QUESTION 10

	White administrators	Black administrators
Makes no difference		30.77
To an important degree	80.00	53.85
To a marked degree	20.00	15.38
Totals	100.00	100.00

Tables 44 and 45 report the actual and preferred percentages of faculty ethnic population in the administrators' schools. Table 44 shows that 25% of the black administrators reported that the actual percentage of black teachers in their schools was less than 20%. Moreover, 50% reported that between 20% and 49% of teachers in their schools were black, and 25% of the black administrators reported between 50% and 60% of their teaching staff to be black. Table 45 reads in an analogous manner for the preferred percentages of faculty population by ethnic group.

The preferred faculty composition, as seen in Table 45, is approximately the same as reported by administrators of either racial background. The most notable information discernible in Tables 44 and 45 is that both black and white administrators would have preferred to have a larger percentage of black teachers on their staffs than they reported as currently having.

Discussion of Findings

Remarks on Instrument Reliabilities

Tables 5, 6, and 7 provide reliability estimates for teachers, students, and parents, respectively. It was noted in the present chapter that some of the questionnaire categories were not observed to attain very high levels of precision. A discussion of some of the possible reasons which accounted for this fact was pursued.

TABLE 44

ACTUAL PERCENTAGE OF FACULTY POPULATION BY ETHNIC GROUP AS REPORTED BY BLACK AND WHITE ADMINISTRATORS

Percentage of faculty population	Black administrators[b]				White administrators[c]			
	B[a]	H	W	O	B	H	W	O
0-19	25	100	-	100	45.45	72.73	18.18	100
20-49	50	-		-	27.27	27.27	9.09	-
50-69	25	-	25	-	18.18	-	9.09	-
70-90	-	-	-	-	9.09	-	36.36	-
91 +	-	-	75	-	-	-	27.27	-
Totals	100	100	100	100	99.99	100	99.99	100

[a]B = black, H = Hispanic, W = white, O = other.

[b]Number responding: 4.

[c]Number responding: 11.

TABLE 45

PREFERRED PERCENTAGE OF FACULTY POPULATION BY ETHNIC GROUP AS REPORTED BY BLACK AND WHITE ADMINISTRATORS

Percentage of faculty population	Black administrators[b]				White administrators[c]			
	B[a]	H	W	O	B	H	W	O
0-19	20	60	40	80	-	55.56	44.44	88.89
20-49	40	40	20	20	33.33	33.33	22.22	11.11
50-69	20	-	20	-	44.44	11.11	33.33	-
70-90	-	-	20	-	-	-	-	-
91 +	20	-	-	-	22.22	-	-	-
Totals	100	100	100	100	99.99	100	99.99	100

[a]B = black, H = Hispanic, W = white, B = black.

[b]Number responding: 5.

[c]Number responding: 9.

The reliability of the questionnaire instruments depended on several factors. The first factor, which was important for levels of observed reliability coefficients for any psychometric instrument, pertained to the number of comparison in a given subtest or total test. Tables 5 through 7 show what appeared to be a direct correspondence between the number of items comprising a given questionnaire category and the observed reliability coefficient of that category. That is to say, the trend in Tables 5 through 7 appears to be that high reliabilities were found for categories with the higher number of items; and the lower reliabilities seemed to go with categories containing the smaller number of items. The overall questionnaire reliabilities were relatively high, as they consisted of larger numbers of items than any given category of items.

A second factor directly involved in reliability estimates for attitude questionnaires was the consistency of response patterns for individual respondents. Individuals who changed radically from one response option to another across a given questionnaire category contributed more to error variance than to true variance by such inconsistency. Such "bouncing around" in responses occurred for one of two logical reasons: ambiguity of item wording or random marking.

Piloting of the instruments prior to their use in the actual study was thought to have minimized the possibility of item ambiguity. Random marking might have

been the more reasonable explanation for some of the observed low reliability estimates. A reasonable explanation for random marking was evident during attitude assessment in the actual study. For example, some students told the investigator that they were simply complying with their teachers' instruction to complete their questionnaires. Perhaps students did not complete items with much interest, resulting in a somewhat random marking pattern for many of them. Such a phenomenon would have lowered reliability estimates. In addition, several teachers personally remarked to the investigator on the "controversial nature" of the present study. If such a feeling was widespread among teacher respondents, it was quite possible that many teachers marked their answers in less than an honest manner, thereby contributing to increased error variance and then resulting in lower reliability estimates. An explanation for parents' response patterns similar to the one given for teachers might have been reasonable.

The observed reliabilities for instruments had to be taken into account when assessing results from parametric significance testing presented in the present chapter. A significant difference between subgroups might have been a "real" difference. However, significant differences between subgroups might have been meaningless if the reliability for a given variable was too low.

Discussion of Results for Samples

Teachers. Keeping the remarks made on reliability in the previous section in mind, the investigator has concluded that the observed statistically significant difference between black and white teachers on the questionnaire variable respect was not a meaningful difference. The observed reliability for this questionnaire variable (as reported in Table 5) was .08, an extremely low figure. Such a reliability estimate directly indicated that virtually no consistency occurred in teachers' responses to the three items regarding respect. Therefore, the observed statistically significant difference between black and white teachers might not have been chance difference. As a result, the present researcher was not willing to ascribe meaningfulness for a score distribution that was 92% chance variation.

The other statistically significant difference observed for the teacher questionnaire was for the category, listens. The remarkably high reliability for that category ($r_{xx'} = .91$) indicated that the observed difference between black and white teachers was both statistically significant and also a precisely measured difference.

Table 24 shows that white teachers scored significantly higher than black teachers on the listens category. White teachers, on the average, scored at approximately the highest response category allowed in the seven-point Likert-type scale (strongly agree = 7).

A possible explanation for the observed significant difference might be due to knowledge that black and white teachers have of the language and culture of black children in the inner-city environment.

It was possible that white teachers in the classroom felt that they had to listen very closely to students who used a dialect of English with which white teachers were not familiar. Perhaps the average white teacher, who most probably does not speak or understand the language patterns of black children with much facility, felt it was important to listen very closely. On the other hand, many black teachers might have been at less of a disadvantage in understanding black dialect and therefore his/her listening to children was of less importance in successfully conducting instruction.

The other significant difference observed for teachers pertained to the category, motivation. This area was examined with only one item; hence, reliability estimates could not be obtained. Table 25 shows white teachers, on the average, to have scored at a significantly higher level than black teachers, on the average.

The actual item assessing the importance of motivation was stated: "A lesson is most sure of success if it is presented in a vivid and dramatic fashion." Evidence existed in the literature suggesting that black students at the elmentary level were generally not highly motivated to achieve well in school. The McCluskey study indicated

that black elementary school students felt "turned off" when they did not perform well in school (130). The present study included students from schools known to achieve significantly below national media scores on standardized achievement tests. If the average white teacher in the present study felt that his or her class of students was not motivated through the conventional pedagogical techniques, then perhaps white teachers in the present study were expressing their individual teaching styles, which centered around dramatic or concrete presentations of school-related material. That is, white teachers might have felt that concrete, dramatic presentations in the classroom facilitated motivation for their students.

One major study supported the claim that black students "tended to depend more on real life encounters than on symbolic experiences in developing ideas or skills" (122). Thus, white teachers, concerned about the endemic problem of low motivation among their black students, perhaps resorted to such presentations to a significantly higher degree than black teachers reported doing.

No other questionnaire categories were found to show statistically significant differences. One possible explanation for this finding was the observed low reliabilities of several categories comprising the teacher-interaction perceiver schedule. That is, responses of teachers, being generally unreliable, showed only chance variations among responses.

Students. No statistically significant differences occurred among students in the three schools participating in the present study. Inspection of the mean scores for students showed that they were all about at the same moderately high level. This indicated that black students in the present study felt all areas assessing attitudes towards student-teacher interactions were of fair importance, regardless of the racial composition of teachers in their schools. However, the observed findings for students must be judged cautiously because of the generally low reliabilities of the students' responses (see Table 6). If students did not take the task of completing questionnaires seriously and marked their answer sheets haphazardly, then the observed results tended to indicate that little or no certainty in the precision of score distributions could be assumed.

Parents. Parents were found to differ significantly on two variables: interest and respect. Post hoc comparison for significant differences in means revealed that for both variables, parents in School C were significantly higher than the average means of parents in Schools A or B. School C was observed to have employed higher proportions of minority teachers than either Schools A or B. With this fact in mind, a conclusion has been made with respect to the observed differences for interest and respect.

The actual semantics of it comprising questions in the two categories centered around the simple present tense.

On the other hand, instruction to the parents for completing the questionnaire stated that parents were to render responses in terms of what they thought should be the case with respect to content areas covered on the questionnaire. It was possible, therefore, that parents in the present study responded to items in terms of what they believed occurred in classrooms in student-teacher interactions. Due to the disproportionate numbers of black teachers employed in Schools A, B, and C, it was possible that parents with children in School C actually felt their children received more respect from their teachers and those teachers listened more to their children than did parents of children attending Schools A or B.

The observed reliability for the variable listens attained moderate levels of consistency in response patterns, .59 (see Table 7). This value, although not as high as desired, seemed to be large enough to make relatively reliable inferences.

The second difference occurred for the category respect. The same interpretation made for the variable listens might be applied for this variable. That is to say, the four items comprising this category were stated in the simple present tense. Parents in School C, therefore, may have felt that their children were accorded more respect in schools containing black teachers than did parents whose children attended schools with most teachers being white. The observed reliability coefficient for the

category respect was .67, which was deemed to represent an adequate level of precision with which to make moderately reliable inferences.

Administrators. No statistcial comparisons were made for administrators participating in the present study. Therefore, interpretations of the administrators' responses had to be made to nonstatistical, judgmental grounds.

Administrators in the present study were apparently of the opinion that competence and experience in teaching were among the most important attributes to be taken into account in teacher selection and retention. Similar levels of percentage tabulations for this set of questions were observed for both black and white administrators. This seemed to indicate that District III administrators, regardless of race, felt that teacher selection should be made primarily on the basis of suitability to teach children. That is, competence and knowledge were the basic characteristics they would consider in teacher selection.

The five black administrators in the present study, all of whom were female, were generally of the opinion that race did play some importance in teaching children. That indicated that since the majority of students in District III were black, they felt being black and a teacher was a desirable combination in the teaching of predominantly black pupils. Approximately 31% of white administrators were of the opinion that race made no difference in teaching

children. An apparent difference in opinions did exist between black and white administrators with respect to the importance of race of teacher in the classroom.

In addition, white administrators, as well as black ones, believed that their schools should employ more minority teachers. That, both groups of administrators reported that far fewer minority teachers were currently employed in their schools at the time of the study than they preferred to see employed in their school classrooms.

Summary

Within each sample, comparisons were made for each of the four instruments utilized for each of the four samples participating in the present study. White teachers were found to have scored at significantly higher levels than black teachers on the questionnaire categories, respect and listens. The reliability estimate for the variable respect was too low to conclude that the observed significant difference in mean scores for the main effect race was meaningful. A highly precise assessment of attitude toward teacher effectiveness measured in the area of listens was observed which indicated that the observed significant difference between black and white teachers was a meaningfully precise difference. White teachers were found to score at a significantly higher level than black teachers. The interpretation offered for this difference centered around white teachers' unfamiliarity with

black children's language and culture.

Parents were found to differ on two variables that were moderately precise measures of attitudes in the areas assessed. Parents of children attending schools with higher proportions of black teachers were observed to have scored significantly higher than parents with children attending schools with proportionately less black teachers. The explanation offered to account for the observed differences was presented in terms of the semantics of the questionnaire items.

Parents with children attending schools employing higher percentages of blacks might have responded to items as if those items were descriptive of actual classroom practices in regards to student-teacher interactions. That is to say, parents might have responded to items which were written in the simple present tense rather than to instructions which called for parents to render opinions in the subjective mood ("ought" and "should").

Administrators were found not to have differed to any great extent on items which were answered by large enough numbers of respondents to make comparison meaningful. It was the majority consensus of both black and white administrators that teachers' competence and teaching experience should be the basic areas of consideration in the selection of elementary school teachers. Administrators of both races felt that race was of at least some importance for successful classroom instruction. Moreover,

administrators of both races desired to have more minority teachers in their schools than they reported as being currently employed therein.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

In summarizing this study, it was the result of an investigation into the attitudes and values of black and white teachers, black students, black parents, and black and white administrators. The basic assumption indicated that black teachers are more empathic than white teachers, given similar circumstances when interrelating with black students. Also indicated was black teachers' positive interaction in the classroom which gave them a greater knowledge of the black culture and the understanding of the black community.

This interaction led to and developed a more creative and conclusive learning environment for all children. These teachers having knowledge of these particular factors were able to foster healthy and fruitful learning patterns in black children.

Basic attributes of black and white teachers were revealed for motivating black pupils. The questionnaires were based on the population of the study, which assessed values and attitudes across four groups for comparison.

This necessitated outside experts to have a tool whereby they could acquire the data to reveal the findings of this study.

From these correlations found in the study, teacher effectiveness and student-teacher interactions were implied. Black teachers did regard educating minorities differently from white teachers.

The study tested three hypotheses and four related questions. The first hypothesis stated that black and white elementary school teachers in schools with a predominantly black student population would differ in their attitudes toward important aspects of teacher qualities and teacher effectiveness. The findings revealed that black and white teachers did differ in their attitudes towards teacher qualities and teacher effectiveness.

The second hypothesis stated that black and white elementary school teachers with various amounts of teaching experience in elementary schools with a predominantly black student population would differ in their attitudes toward important aspects of teacher qualities and teacher effectiveness. The study found that teaching experience was viewed as a very important aspect of teaching black pupils by administrators.

The third hypothesis was not measurable, due to the insufficient data gathered from the respondents. It was found that the majority of teachers had taught more than five years.

The first related question of whether black elementary school students' attitudes towards teacher effectiveness would differ in schools employing different proportions of black and white teachers was answered. The study revealed that it would make a difference in the black pupils' attitudes.

The second related question of whether attitudes toward teacher effectiveness of parents of black elementary school children would differ when schools their children attended employed different proportions of black and white teachers was answered. The findings showed that black parents felt that their children should receive more effective learning depending on the ethnic composition of the teacher population in the elementary schools.

The third related question revealed that administrators felt that black teachers were more effective in working with black students than white teachers were.

The fourth related question revealed black and white administrators differed in their attitudes towards teacher effectiveness in schools with predominantly black students.

Problem

The problem, the purpose of the study, the need, and the origin of the study were discussed to give substantiated information to support the basic assumption and the three hypotheses in Chapter I. The definitions of the study were given to provide more clarity to the terminology used in the

study. The attitudes of black and white teachers in their racial background and teaching experience were hypothesized. The study cited the limitations of the study such as: small sample size and the restrictions of the geographical area and the time frame.

Review of the Literature

A survey of the literature was reviewed in Chapter II. The chapter reviewed pertinant literature that was relevant to this study which was very extensive. This chapter rendered a general overview of the hypotheses and theories that related to school. They were found to be incomplete because of their lack of identifying teacher of ethnic background or years of experience, which needed to be taken into account in examining their attitudes in dealing with black pupils.

In Chapter III the methodology was presented and discussed. The pilot study, the selections of the samples, the setting and design were discussed.

Method

Four samples were selected. A random sample of 38 teachers from District III in New York City was selected. All of the teachers were Board of Education employees who had taught for five years or more.

A sample of 123 pupils from District III was randomly selected. The students were drawn from three schools. Selection defined proportionally in the population of

teachers who were white and black in the schools as to the population of pupils in these schools. All parents of the students sampled were asked to participate in the study. There were 123 parents who participated in the study. All of the parents were black and of low socioeconomic class.

A random sample of 18 school administrators in District III were selected to be a part of the study. The number of black administrators was relatively few as compared to the white administrators. Noted were the findings that the black administrators were women, and they all held higher degrees than the white administrators.

Design

The design of the study was discussed and the use of the instruments was presented. There were four instruments for each of the four samples that were constructed.

The instruments for teachers, students, and parents used a seven-point Likert-type scale questionnaire designed to assess attitudes toward teacher effectiveness. The administrators were asked open-ended questions designed to select facts, opinions, perceptions, and preferences for teacher selection. The nature of the questions related to the theoretical rationale which was developed as a parallel that was relevant to the literature.

Treatment

The treatment employed in the study was discussed. The experimental treatment was administered to teachers,

students, parents, and administrators. This manipulation involved all subjects who were randomly selected. All the groups received instructions for taking the questionnaires. The teachers were requested to return their questionnaire to the investigator within a two-week period in a self-addressed, stamped envelope. The students' questionnaires were collected by the investigator from Schools A, B, and C. The parents were requested to return the questionnaire to the investigator within a two-week period in a self-addressed, stamped envelope. The administrators were requested to return the questionnaire to the investigator within a two-week period, in a self-addressed, stamped envelope.

Data collection and analysis. The responses were collected and returned for analyzing the data. The first two hypotheses were tested and analyzed. A two-way analysis of variance was performed for each questionnaire category. The independent variables were race and years of experience. Years of experience was dichotomized into ten-years-or-less and more-than-ten-years to place teaching experience into a category variable. The third hypothesis was not measurable due to insufficient data on years of experience of teachers having less than five years of teaching experience. A description of statistics for category of questions for teachers was presented. The categories were: personality, self-awareness, respect, interest, and listens.

A description of statistics for the categories of what the students felt made a "good" teacher was discussed. The categories were: listens, fair practice, interest, motivation, cares, patience, and personality.

A description of statistics for what the parents felt constituted a "good" teacher was presented in the following categories: educationally prepared, interest, motivation, classroom management, listens, relates, respect, and positive attitude.

The last analysis was on administrators' responses to an open-ended questionnaire. No significant testing was carried out on the responses because of the large percentage of "no responses" and inadequate responses. This was apparently do to respondents not following the explicit instructions for completing the questionnaire. Therefore, only statistical data were reported for administrators. The factors that administrators considered important were discussed.

Reliability of the instrument. The reliability of the teachers', students', and parents' instruments did not attain very high levels of precision in some of the questionnaire categories. There were several possible reasons for this: One factor was the number of items comprising a given subtest or total test. A second factor was the reliability for attitude questionnaires consisting in response to patterns for individual respondents. A third was that the pupils did not take the test seriously.

A fourth was that many teachers felt the nature of the study was too "controversial."

Findings

In Chapter IV, the findings of the study were discussed for teachers, students, parents, and administrators. The findings indicated a number of factors that brought out the way black and white teachers interacted with black students. The investigation was warranted by the seeming lack of adequate planning for minority students.

Teachers. There were measurable differences in the category of respect, but the differences were so low that it could or could not relate to ascribed meaning. However, in the category of listen there was a significance difference between black and white teachers. Perhaps the difference in background accounted for why the white teachers scored higher. Perhaps the white teachers had to listen more attentively because of the differences in language and culture, while black teachers were more familiar with the language and culture and less need to listen closely to understand their pupils.

Another very significant difference was the category of motivation. White teachers didn't feel it was necessary to motivate their pupils; they felt that the pupils should be self-motivated. The black teachers took the opposite approach in feeling that the pupils would have to be motivated highly in order to achieve.

Students. Students in the three schools showed no significant difference in their responses. It was generally felt by the black students that all areas of attitudes towards student-teacher interactions were fair and that racial composition of the teachers really didn't matter when dispensing knowledge.

Parents. The parents of the pupils felt that for teachers to show interest and respect for their children was their only concern. The racial composition of the teacher population did not seem to matter. They were primarily concerned with the teachers being able to relate to their children and instruct them.

Administrators. The administrators in the study were of the opinion that competence and experience in teaching were very important attributes for an effective teacher. The general consensus of the administrators was that teacher selection should be based on the ability to teach children irregardless of race. However, the black administrators, who were all women, were generally of the opinion that race did play a major role in teaching black children. All administrators felt that the inner-city schools should employ more black teachers.

Conclusions

The success of bringing minority groups into effective acceptance by the dominant group depended greatly upon the attitudes of teachers and professionals from the dominant

group. Schools played a role in formulating the ideas and the thinking of children.

The study revealed that their attitudes and values do impact on students and they make marked difference in how black pupils perceive learning. The findings revealed that the personality of the teacher was one aspect of relating to black pupils.

Teachers of both races felt that communication was important in dealing with minority pupils. The different perceptions of motivation of teachers of each race were very important. White teachers felt that black pupils should be highly motivated when they come to school. Black teachers felt motivation for black pupils should be enhanced by the school experience.

Teachers of both races felt love was an integral quality when teaching minority pupils. Race and experience were seen as factors in teaching urban pupils.

Black and white teachers differed on the attribute of interest shown to black pupils in the classroom. White teachers felt that this attribute was not overly important, while black teachers felt very strongly about relating their interest to black pupils. They perceived it as integral to the learning environment. Teachers of both races viewed standards in the classroom as a part of teaching qualities. Black teachers revealed that the attribute of respect was very important in working with black pupils, while white teachers gave it less value.

The students' data indicated they felt they learned from teachers of both races when they were listened to and when interest was shown to them. The students' data also revealed that black pupils were not as strong on teachers of both races motivating them. However, these findings revealed that black pupils felt that all teachers should care for them. The study also revealed that these pupils felt that teachers of both races needed to have patience with them. The pupils felt that black and white teachers should administer fair practice in the classroom.

Black parents felt that teachers of both races should be educationally prepared to teach their children. Black parents from all three schools felt that interest by the teachers was of primary importance. The attribute they considered next in importance was motivation. They felt this was a necessary attribute to have when working with black children. These parents felt that teachers of both races should listen to their children. The parents' findings indicated that they felt good classroom management was an integral part of the learning climate in the classroom.

The administrators felt that teachers of both races should have experience and competence when working with black pupils. Black administrators were more inclined to reveal that black teachers did make a difference in teaching in urban schools, while white administrators felt that the urban schools did not need more teachers of the same ethnicity as the pupils.

It was the investigator's findings that educators can be far more effective in dealing with minority pupils by gaining a better understanding of the attitudes they are dealing with in the subcultures of the inner-city children.

The investigation concluded that there seemed to be a lack of adequate education for minorities. Because of these extenuating circumstances, these pupils face less of a chance for academic achievement.

If there is general dissatisfaction among minority parents, it is because they realize under what limitations their children labor, and they want to be assured that these black pupils will be given at least adequate preparation for the job market.

The study was limited to three schools in Central Harlem in New York City. The study used three fifth grade classes. The area was in an urban neighborhood of declining housing and low socioeconomic inhabitants. The residents in this metropolitan area had many characteristics associated with declining neighborhoods. This was another contributing factor hindering the learning of these black students. The study was limited by the sample size and the time element. The study was further limited by the reluctance to participate of the majority of sample members. The interviews gave the investigator a deep insight into the feelings of educators, students, parents, and administrators about their feelings concerning educating black students. The investigator found that the subject of minority education was skirted

district, administrative, and teaching levels. The study revealed that educators were generally in agreement that solutions were needed. Because of the volatile nature of the controversy, however, they generally felt it was an area better left alone.

Implications

The data indicated that teachers, students, parents, and administrators were aware of the educational needs of the black urban pupils.

The New York City system was still using an approach that was adequate for the large majority of white pupils it once serviced.

The study found drastic differences between black and white teachers. The findings revealed that the needs of the teachers must be realigned towards the black pupils.

The findings revealed that students being taught by black and white teachers were treated differently when black pupils interacted with them.

Students' perceptions of teachers of both races must be taken into account as one of the factors in educating black pupils. The findings revealed that there must be a give-and-take approach in this problem to assure basic learning.

Further investigation in what parents constitute interest to be in necessary, as well as what interest they feel teachers should have in their children. The input, feelings and expression of parents were being overlooked

by administrators and educators.

The study found that the ethnic background of teachers primarily was not a deterrent in learning by black students. The findings showed that pupils only wanted the best from any teacher who worked with them.

Recommendations

There have been some changes in the instruction of minority students; yet, far more is needed to measure the attitudes of teachers, students, parents, and administrators.

Recommended is research into whether teacher of different ethnic cultures from the pupils they work with should be more sensitive to the needs of these students.

Sensitivity training might give these teachers insight into the various subcultures. This training might help to clarify for white teachers the inherent needs of black minority children. These attitudes imply that there are factors that serve as deterrents to educating minority children.

The following recommendations were based on the perceptions gained by the writer through the study of the literature, the data collected, the observations made in the participating schools, and the interviews held during the gathering of the data. The investigator felt that further studies should be done which explore varying social gaps between teachers and students.

Recommended is an in-depth study into the interaction of job satisfaction with successful teachers teaching black pupils. Recommended is more research in defining the attitudes of black parents concerning educating black pupils.

Research on attitudes and values is recommended as an investigation into the needs and clarification of programs for black and white teachers in urban schools. Another recommendation is that further studies are needed to determine the impact of the high level of empathy black teachers tend to have with minority pupils.

Research is needed to determine if there are underlying attitudes that effect teachers' interaction with black pupils. Future studies are suggested to determine if teachers' underlying attitudes are affected by pupils' ethnic background and/or academic intelligence, and if so, why.

Job satisfaction is an important prerequisite in an occupation and greatly affects one's relationship with people. So if teachers are not experiencing the full rewards that the classroom offers, they should re-evaluate their ability to empathize with the black student.

Parents and teachers need to petition the Board of Education to seek other means for educating minority students. The Board of Education should seek professional organizations to help their personnel become more sensitive to minority cultures. A better insight into the needs of pupils of different ethnic backgrounds is necessary.

Administrators at all levels must be made cognizant of parents', students', and teachers' desires to express their concern for educating minorities in the school system. The local school boards must be made aware of these implications to facilitate achievement for urban students. This unanimity of interest should be transmitted to the central school board to have it incorporated into their educational policies.

The instructional behavior of black and white teachers needs to be researched. It might point out the different attitudes of these two groups of teachers and how they interrelate with urban students.

It is hoped that the evidence in this study will stimulate research in many of the aforementioned areas suggested in this study.

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APPENDIX B

TEACHERS' INTERACTION PERCEIVER SCHEDULE

Runett H. Cook

Walden University

The purpose of this schedule is to investigate teachers' feelings about various aspects of teaching and students feelings. The schedule consists of a number of statements describing many different things teachers are concerned about. Teachers differ in their feelings about activities and this schedule has been developed as an aid to determine how great and how varied these differences are. It is important that you record your own personal feelings about these matters. There are no right answers; these are all matters of opinion, and there are strong arguments for every position represented here.

I.D. Card

School: _____

Years of Experience:

( ) 3-5 years ( ) 5-12 ( ) Other

Male_____

Female____

Highest Degree: ___B.S., ___B.A., ___M.A., ___Other

Comments:

QUESTIONNAIRE

Teacher Interaction Perceiver Schedule

1. One of the most important assets a teacher can have is the ability to make her class laugh.
2. Communication between the teacher and her pupils is facilitated if she can get them to accept her as a "pal", sort of as one of them.
3. A lesson is most sure of success if it is presented in a vivid and dramatic fashion.
4. Children must be able to feel the same comfort and security in the classroom as they would at home.
5. Pupils; personal and emotional problems lie firstly in the province of the parents because they are the pupils first teachers.
6. The teacher should strive for a close, warm and protective relationship with her pupils.
7. Children learn best in an atmosphere filled with love and emotional support.
8. The teacher who acknowledges her own mistakes wins greater respect from the students than one who is never wrong.
9. One of the most important qualities for a teacher to have is a lot of personality, which lends itself to any environment.
10. To understand the pupils completely, it's necessary to

be able to imagine what it's like to be one of them.

11. Pupils can hardly be expected to learn proper attitudes if a teacher does not show the proper respect.
12. A good teacher likes all her students.
13. Grown-ups are never as sincere or spontaneous or charming as children.
14. A good teacher always earns the respect of her pupils and never demands it.
15. A pupil's first need is for warmth and tenderness.
16. If teachers didn't always feel they were so important, they would not feel that students are pampered, therefore, they are sensitive to criticism and so easily hurt.
17. Pupils learn best with a teacher who is objective and impersonal, and who confines himself to instruction.
18. A teacher who is insensitive to her pupils is an inept teacher.
19. Competitive grades based on absolute standards of achievement do more to discourage students than to motivate them.
20. The good teacher is much concerned with the emotional developement of her students as she is with their education.
21. Teaching goes a lot more smoothly if the teacher can get the children to accept her almost as though she

were one of them.

22. The fairest way to evaluate pupils is to keep a careful record of all their oral and written work.
23. The true teacher never forgets his pupils, never ceases to care about what becomes of them.
24. Class work must be based on the child's own interests if the learning experience is to be effective.
25. The teacher should always behave in a formal, mature, and dignified fashion.
26. A colorful and amusing teacher is certain to be a good one.
27. Children who are told what to do soon lose the capacity to think for themselves.
28. A child is never too young to begin exercising his own judgement and making decisions for himself.
29. The good teacher knows that to be effective she most sometimes think and act like a child.
30. Although they may frequently protest, children really want to be told what to do.
31. The best teacher is usually one who allows the most freedom in the classroom.
32. There are fewer disciplinary problems when the pupils are somewhat fearful of the teacher.

33. The reasons why teachers don't get their professional rights is that most of them don't have the courage to confront their supervisors about it.
34. The good teacher can take the dullest material and make it entertaining.
35. Being with the children rather than over them, talking their language, and being informed, are the hallmark of a good teacher.
36. Pupils learn very little from a teacher who does most of the talking in the classroom.
37. Children can never be given too much love.
38. Today's pupils do not have proper respect for their teachers.
39. It is necessary to feel a strong sense of personal commitment or dedication in order to be a good teacher.
40. When children like a teacher it is an indication that she is teaching them, and they enjoying learning.
41. In dealing with children, it's frequently necessary to remember what it's like to be one.
42. Generally, children misbehave and do not learn when they aren't being given challenging work.
43. A teacher always strives for completeness in achieving academically with her students.
44. A teacher always want a student to learn as much as she can.

45. In dealing with students the teacher always strives to make the learning area interesting and on the pupils level.
46. Most teachers always listens to her pupils comments and then learns from their comments.
47. A good teacher is shown by the amount of materials and resources she uses in the class.
48. An innovated teacher is a salewoman, magician, and good manager.
49. A good teacher strives for learning achievement for her students through any avenues she can think of.
50. A good teacher encourages a student centered atmosphere whereby student participation and talking are welcomed as assets for learning.

QUESTIONNAIRE

Teacher Interaction Perceiver Schedule

Personality

1. One of the most important assets a teacher can have is the ability to make her class laugh.
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Communication

1. Communication between the teacher and her pupil is facilitated if she can get them to accept her as a "pal", sort of as one of them.

Motivation

1. A lesson is most sure of success if it is presented in a vivid and dramatic fashion.

Love

1. Children must be able to feel the same comfort and security in the classroom as they would at home.
2. The teacher should strive for a close, warm, and pro-

tective relationship with her pupils.

3. Children learn best in an atmosphere filled with love and emotional support.
4. Children can never be given too much love.
5. A pupil's first need is for warmth and tenderness.

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4. The fairest way to evaluate pupils is to keep a careful record of all their oral and written work.
5. The true teacher never forgets his pupils, never ceases to care about what becomes of them.
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8. Although they may frequently protest, children really want to be told what to do.
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10. Generally children misbehave and do not learn when they aren't being given challenging work.
11. In dealing with students, the teacher always strives to make the learning area interesting and on the pupils level.
12. A good teacher is shown by the amount of materials and resources she uses in the class.

Self-Awareness

1. The teacher who acknowledges her own mistakes wins greater respect from the students than one who is never wrong.
2. To understand the pupils completely, it's necessary to be able to imagine what it's like to be one of them.
3. Pupils can hardly be expected to learn proper attitudes if a teacher does not show the proper respect.
4. Grown-ups are never as sincere or spontaneous or charming as children.
5. If teachers didn't always feel they were so important, they would not feel that students are pampered, therefore, they are sensitive to criticism and so easily hurt.
6. Pupils learn best with a teacher who is objective and impersonal, and who confines himself to instruction.
7. A teacher who is insensitive to her pupils is an inept teacher.

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16. It is necessary to feel a strong sense of personal commitment or dedication in order to be a good teacher.
17. A good teacher encourages a student centered atmosphere wherby student participation and talking are welcomed as assets for learning.

Standards

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achievement do more to discourage students than to motivate them.

2. A teacher always strives for completeness in achieving academically with her students.
3. A teacher always wants a student to learn as much as she can.
4. A good teacher strives for learning achievement for her students through any avenues she can think of.

Respect

1. A good teacher strives for the respect of her pupils and never demands it.
2. Teaching goes a lot more smoothly if the teacher can get the children to accept her almost as though she were one of them.
3. Today's pupils do not have proper respect for their teachers.

Listens

1. In dealing with children, it's frequently necessary to remember what it's like to be one.
2. Most teachers always listens to her pupils comments and then learns from their comments.

TEACHERS' INTERACTION PERCEIVER SCHEDULE

ANSWER SHEET

INSTRUCTIONS:

Read the questions on the test sheet carefully and follow them exactly. For each test item, make your choice for the correct answer by putting an X in the blank you feel corresponds to the best answer for the test item.

1. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
2. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
3. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
4. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
5. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
6. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____

7. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
8. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
9. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
10. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
11. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
12. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
13. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
14. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____

15. agree strongly____ agree____ agree in part ____
no response____disagree strongly____disagree____
disagree in part____

16. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

17. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

18. agree strongly____ agree____agree in part____
no response____disagree strongly____disagree____
disagree in part____

19. agree strongly____ agree____agree in part____
no response____disagree strongly____disagree____
disagree in part____

20. agree strongly____ agree____ agree in part____
no response____ disagree strongly____disagree____
disagree in part____

21. agree strongly____ agree____ agree in part____
no response____disagree strongly____ disagree____
disagree in part____

22. agree strongly____agree____ agree in part____
no response____disagree strongly____ disagree____
disagree in part____

23. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

24. agree strongly____agree ____agree in part____
no response____disagree strongly____disagree____
disagree in part____

25. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

26. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

27. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

28. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

29. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

30. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

31. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

32. agree strongly____ agree____ agree in part
no response____disagree strongly____disagree____
disagree in part____

33. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

34. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

35. agree strongly____ agree____ agree in part____
no response____disagree strongly____ disagree____
disagree in part____

36. agree strongly____ agree ____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

37. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

38. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

39. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

40. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

41. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

42. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

43. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

44. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

45. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

46. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

47. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

48. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

49. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

50. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

STUDENTS' QUESTIONNAIRE

1. A teacher is a good teacher if she gives students interesting subject matter.
2. A teacher allows students to suggest things to do in the class.
3. A good teacher has an interest in all her students.
4. A teacher gives you interesting homework.
5. The teacher gives you homework you can do by yourself.
6. The teacher gives you some difficult work as well as some easy work.
7. The teacher has interesting things in the class that are points of interest.
8. A teacher is understnading of the students' needs.
9. A teacher takes interest in the things her class does.
10. A teacher gives you many kinds of experiements in subject areas.
11. A teacher doesn't show favoritism to one group of students as oppose to other students.
12. A teacher doesn't show she likes some students because they are dressed nicely and others she doesn't like because they aren't dressed nicely.
13. A teacher doesn't show she has more interest in one group of students because they are girls or boys.
14. A teacher is interested in the conversation that the

students have in the classroom.

15. A teacher will see that justice is done by all the students in the classroom.
16. A teacher doesn't play favoritism among the students in the class.
17. A teacher disciplines the students whenever it is necessary.
18. A teacher shows she cares by not letting the students do anything they want to do.
19. A teacher will explain subject area whenever the students don't understand.
20. A teacher doesn't get angry when she is asked to repeat questions.
21. A teacher doesn't let unfair practices go on in the classroom.
22. A teacher will uphold her students against other teachers and the administration whenever they are in the right.
23. A teacher sets limitations for her students.
24. A teacher scolds the students when necessary.
25. A teacher will not tolerate disturbances by members of the class.
26. A teacher is happy with the class most of the time.
27. A teacher is cheerful with the class.

STUDENTS' QUESTIONNAIRE

Justice

1. A teacher doesn't let unfair practices go on in the classroom.
2. A teacher doesn't play favoritism among the students in the classroom.
3. A teacher disciplines the students whenever it is necessary.

Fair Practice

1. A teacher doesn't show favoritism to one group of students as opposed to other students.
2. A teacher doesn't show she likes some students because they are dressed nicely and others she doesn't like because they aren't dressed nicely.
3. A teacher doesn't show she has more interest in one group of students because they are girls or boys.
4. A teacher doesn't play favoritism among the students in the class.

Interest

1. The teacher has interesting things in the class that are points of interest.
2. A good teacher has an interest in all her students.
3. A teacher is understanding of the students' needs.
4. A teacher takes interest in the things her class does.

5. A teacher is interested in the conversation that the students have in the classroom.

Motivation

1. A teacher is a good teacher if she gives students interesting subject matter.
2. A teacher allows students to suggest things to do in the class.
3. A teacher gives you interesting homework.
4. A teacher gives you some difficult work as well as some easy work.
5. A teacher gives you many kinds of experiments in subject areas.

Cares

1. A teacher shows she cares by not letting the students do anything they want to do.
2. A teacher sets limitations for her students.
3. A teacher scolds the students when necessary.
4. A teacher will not tolerate disturbances by members of the class.
5. A teacher will uphold her students against other teachers and the administration whenever they are in the right.

Patience

1. A teacher will explain subject areas whenever the students don't understand.

2. A teacher doesn't get angry when she is asked to repeat questions.

Personality

1. A teacher will not tolerate distrubances by members of the class.
2. A teacher is cheerful with the class.

STUDENTS' ANSWER SHEET

INSTRUCTION:

Read the questions on the test sheet carefully and follow them exactly. For each test item, make your choice for the right answer by putting an X in the blank you think is the right answer for the question.

1. agree strongly____ agree____ agree in part____

   no response____disagree strongly____disagree____

   disagree in part____

2. agree strongly____ agree____ agree in part____

   no response____disagree strongly____disagree____

   disagree in part____

3. agree strongly____ agree____ agree in part____

   no response____disagree strongly____disagree____

   disagree in part____

4. agree strongly____ agree____ agree in part____

   no response____disagree strongly____disagree____

   disagree in part____

5. agree strongly____agree____ agree in part ____

   no response____disagree strongly____disagree____

   disagree in part____

6. agree strongly____ agree____ agree in part____

   no response____disagree strongly____disagree____

   disagree in part____

7. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
8. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
9. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
10. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
11. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
12. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
13. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
14. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____

15. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
16. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
17. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
18. agree strongly____agree ____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
19. agree strongly____agree____ agree in part____
    no response____disagree strongly____disagree_____
    disagree in part____
20. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
21. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
22. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____

23. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

24. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

25. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

26. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

27. agree strongly____ agree____ agree in part____
no response____disagree strongly____disagree____
disagree in part____

PARENTS' INTERACTION QUESTIONNAIRE

Runett H. Cook

Walden University

The purpose of this questionnaire is to investigate parents' feelings about the teachers that teach their children. The questionnaire consists of a number of statements describing many things teachers should be concerned about. Parents differ in their fellings about what things teachers should be teaching, and how they relate to their children. This questionnaire has been developed to determine how varied and different parents' feelings are. It is important to record your personal feelings about these matters. There are no right answers; these are all matters of opinions.

I.D. Card

School: _____

Male: _____

Female: _____

Race: ___Black ___White ___Other

Occupation: _____

PARENTS' QUESTIONNAIRE

1. The teacher comes well prepared in subject matter.
2. The teacher is interested in my child's individual needs.
3. The teacher takes time to listen to my child.
4. The teacher is available for conferences whenever I request it.
5. The teacher shows she cares about my child's progress.
6. The teacher knows her/his subject area.
7. The teacher can relate to me and to my child.
8. The teacher gives homework that my child understands.
9. The teacher gives work that my child can do by him/herself.
10. The teacher is dedicated to encouraging learning.
11. The teacher has a pleasing personality.
12. The teacher cares what happens to his/her students.
13. The teacher has good classroom organization.
14. The teacher is able to motivate and stimulate his/her students.
15. The teacher has respect and tolerance, and patience for each individual child as well as the group.
16. The teacher has an understanding of his/her students.
17. the teacher has the ability to interact with his/

her students.

18. The teacher has an understanding of the students capabilities and limitations.
19. The teacher has motivation and enthusiasm.
20. The teacher has willingness to listen to his/her students' problems.
21. The teacher is able to get control and keep the attention of his/her class.
22. The teacher has a good attitude towards the class
23. The students are anxious to go to school.
24. The students frequently talk about their teacher.
25. The students don't like to be absent for fear they will miss something.
26. The teacher tries to meet his/her students half way.
27. The teacher has a positive attitude.
28. The comments heard from other parents concerning the teacher gives a good indication to what the teacher is like.
29. Comments from the teachers' co-workers and other school personnel gives insight into what the teacher is like.
30. The teachers' abilities are: consideration, the ability to explain things, humor, a sense of justice.
31. The teacher demands and gets results from his/her students.

32. The teacher who is white gets more respect from my child.
33. The teacher who is black understands my child's needs.
34. The teachers who are of other racial background are more sympathetic to my child's needs.

PARENTS' QUESTIONNAIRE

Educationally Prepared

1. The teacher comes well prepared in subject matter.
2. The teacher knows her/his subject area.

Interest

1. The teacher takes time to listen to my child.
2. The teacher has the ability to interact with his/her students.
3. The teacher has an understanding of the students capabilities and limitations.
4. The teacher has an understanding of his/her students.
5. The teacher is dedicated to encouraging learning.
6. The teacher has respect and tolerance, and patience for each individual child as well as the group.
7. The students are anxious to go to school.
8. The students frequently talk about their teacher.
9. The students don't like to be absent for fear they will miss something.

Motivation

1. The teacher cares what happens to his/her students.
2. The teacher is able to motivate and stimulate his/her students.
3. The teacher has motivation and enthusiasm.
4. The teacher shows she cares about my child's progress.

Classroom Management

1. The teacher has good classroom organization.
2. The teacher is able to motivate and stimulate his/her students.
3. The teacher has a good attitude towards the class.
4. The teacher demands and gets results from his/her students.

Listens

1. The teacher takes time to listen to my child.
2. The teacher is able to get control and keep the attention of his/her class.

Relate

1. The teacher can relate to me and to my child.
2. The teacher is available for conferences whenever I request it.
3. The teacher gives homework that my child understands.
4. The teacher gives work that my child can do by himself/herself..

Respect

1. Comments from the teacher's co-workers and other school personnel gives insight into what the teacher is like.
2. The comments heard from other parents concerning the teacher gives a good indication to what the teacher is like.

Positive Attitude

1. The teacher has a pleasing personality.
2. The teacher has a positive attitude.

Ethnicity

1. The teacher who is white gets more respect from my child.
2. The teacher who is black understands my child's needs.
3. The teacher who are of other racial background are more sympathetic to my child's needs.

PARENTS ANSWER SHEET

INSTRUCTIONS:

Read the questions on the test sheet carefully and follow them exactly. For each text item, make you choice for the right answer by putting an X in the blank you think is the right answer for the question.

1. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
2. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
3. agree strongly____ agree____ agree in part____
   no response____disagree strongly____ disagree____
   disagree in part____
4. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
5. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
6. agree strongly____ agree____ agree in part____
   no restonse____disagree strongly____disagree____
   disagree in part____

7. agree strongly____ agree____ agree in part____
   no response____disagree strongly____ disagree____
   disagree in part____
8. agree strongly____ agree____ agree in part____
   no response____disagree strongly____ disagree____
   disagree in part____
9. agree strongly____ agree____ agree in part____
   no response____disagree strongly____disagree____
   disagree in part____
10. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
11. agree strongly____agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____
12. agree strongly____ agree____ agree in part____
    no response____ disagree strongly____disagree____
    disagree in part____
13. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part
14. agree strongly____ agree____ agree in part____
    no response____disagree strongly____disagree____
    disagree in part____

ADMINISTRATORS' PERCEIVER SCHEDULE

Runett H. Cook

Walden University

The purpose of this schedule is to investigate administrators' feelings about various aspects of administration and their teachers. The schedule consists of a number of statements describing many different things administrators are concerned about. Administrators differ in their feelings about activities and this schedule has been developed as an aid to determine how great and how varied these differences are. It is important that you record your own personal feelings about these matters. There are no right answers: these are all matters of poinions, and there are strong arguments for every position represented here.

I.D. Card

School: _____

Years of Experience as a Supervisor:

( ) 3-5 years ( ) 5 10 years ( ) 10 years plus

Highest degree: B.S.____, B.A.____, M.A.____, other____,

Female ____

Male ____

Race: ____Black ____White ____Other

COMMENTS:

ADMINISTRATORS' QUESTIONNAIRE

1. When selecting new teachers to work with your children, check those factors that help you in making your decision:

a._____Knowledge of subject matter.

b._____Previous teaching experience.

c._____Special ablilties, e.g., art, music, etc.

d._____Ethnic or religious factors.

e._____Understanding and empathy for community needs, aspirations.

f._____Personal attractiveness.

g._____Knowledge of new approaches.

h._____Ability to fit in with rest of faculty.

i._____Attitudes of parent selection and/or advisory committee for teacher selection.

j._____List other factor(s)_____

_____

_____

2. Of all the factors listed above, select the most important three and list below.

a._____

b._____

c._____

3. What would your parent advisory/selection committee probably list as the most important three factors for teacher selection?

   a._____

   b._____

   c._____

4. If two candidates applied for a position and both had similar backgrounds educational and experience, what single factor would help you to make your decision in teacher selection?

   a._____

5. What single factor would probably influence the Parent/ Advisory committee if they had the same situation to consider?

   a._____

6. In analyzing the results and/or records of your most successful teachers in working for and achieving results for children what three factors (see Question 1) seem to be most significant?

   a._____

   b._____

   c._____

7. In analyzing the inability of some teachers to achieve satisfactory results for children despite their good intentions, list (see Question 1) the three factors

that limit their ability to be successful.

a._____

b._____

c._____

8. In analyzing Standardized Test Results (assuming your class are grouped on an ability basis), do the results generally follow your expections of class-by-class performance? _____Yes ____No

9. If not, list what factors do you believe affect the results you thought might be expected from each class.

a._____

b. _____

c._____

10. To what extent, if any, has it been shown in your experience and/or judgment that when teachers of approximately equal background and experience teach in your school that their ethnic background limits or improves their success with children.

_____To a marked degree.

_____To an important degree.

_____Makes no difference.

11. How long have you been a supervisor?

_____Two to five years.

_____Five to ten years.

_____Ten years plus.

12. What is your pupil population?

Black	Hispanic	White	Other
_____	_____	_____	_____

a. 90% plus

b. 70 - 90%

c. 50 - 70%

d. 20 - 50%

e. _____

13. What is the ethnic population of your faculty presently? (Use figuration)

_____

_____

_____

_____

_____

_____

14. In your judgment is the correlation in your school of the results of numbers 7 and 8 good?

____Yes ____No

15. What would you prefer the ethnic makeup of your faculty to be?

_____

_____

_____

_____

ADMINISTRATORS' QUESTIONNAIRE

1. When selecting new teachers to work with your children, check those factors that help you in making your decision.

Experience

a. _____Knowledge of subject matter.

b. _____Previous teaching experience.

c. _____Special abilities, e.g., art, music, etc.

Ethnicity

a. _____Ethnic or religious factors.

Understanding

a. _____Understanding and empathy for community needs, aspirations.

Knowledge

a._____Knowledge of new approaches.

Ability to Fit In

a._____Ability to fit in with rest of faculty.

b. _____Attitudes of parent selection and/or advisory committee for teacher selection.

Personal Attractiveness

a. _____Personal attractiveness.

Other

a. _____List other factor (s)_____

_____

_____

2. Of all the factors listed above, select the most important three and list below.

   1. _____

   2. _____

   3. _____

3. What would your parent/advisory selection committee probably list as the most important three factors for teacher selection?

   1. _____

   2. _____

   3. _____

4. If two candidates applied for a position and both had similar backgrounds, educational and experience, what single factor would help you to make your decieion in teacher selection?

   1. _____

5. What single factor would probably influence the parent advisory committee if they had the same situation to consider?

   1. _____

6. In analyzing the results and/or records of your most successful teachers in working for and achieving results for children what three factors (see question 1) seem to be most significant?

   1. _____

3. What would your parent advisory/selection committee probably list as the most important three factors for teacher selection?

   1._____

   2._____

   3._____

4. If two candidates applied for a position and both had similar backgrounds, educational and experience, what single factor would help you to make your decision in teacher selection?

   1._____

5. What single factor would probably influence the parent advisory committee if they had the same situation to consider?

   1._____

6. In analyzing the results and/or records of you most successful teachers in working for and achieving results for children what three factors (see question 1) seem to be most significant?

   1._____

   2_____

   3._____

7. In analyzing the inability of some teachers to achieve satisfactory results for children despite their good intentions, list (see question 1) the three factors that

limit their ability to be sucessful.

1._____

2._____

3._____

8. In analyzing Standardized Test Tesults, assuming your classes are grouped on an ability basis, do the results grnerally follow your expections of class-by-class performance?

Yes____ No____

9. If not, list what factors do you believe affect the results you thought might be expexted from each class.

1._____

2._____

3._____

10. To what extent, if any, has it been shown in your experience and/or judgment, that when teachers of approximately equal background and experience teach in your school that their ethnic background limits or improves their success with children?

___To a marked degree.

___To an important degree.

___Makes no difference.

11. How long have you been a supervisor?

___Two to five years.

___Five to ten years.

___Ten years plus.

12. What is your pupil population?

Black	Hispanic	White	Other
a. 90% plus			
b. 70-90%			
c. 50-70%			
d. 20-50%			

13. What is the ethnic population of your faculty presently? (Use figuration)

_____

_____

_____

_____

14. In your judgment is the correlation in your school of the results of numbers 7 and 8 good?

Yes_____ No_____

15. What would you prefer the ethnic makeup of your faculty to be?

_____

_____

_____

APPENDIX C

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201

ANTHONY J. POLEMENI, PH.D.
DIRECTOR

RICHARD T. TURNER, PH.D.
ASST. ADMIN. DIRECTOR

October 8, 1976

Ms. Runett Cook
419 East 76th Street
New York, N. Y.

Dear Ms. Cook:

I am happy to inform you that your proposed study entitled,"CLASS-ROOM INTERACTION BASED ON TEACHER ETHNICITY AND EXPERIENCE" has been approved by the Office of Educational Evaluation, with the following conditions:

1. Before involving any child in your study, you must obtain written parental consent. (I have enclosed a form which you may follow in drawing up your own Parental Permission Form).

2. Your report of the study should not include identification of any school or school personnel. A code system should be used.

3. You must make it very clear to your prospective respondents that their cooperation is on a purely voluntary basis.

Whenever your report is ready, I should be interested in receiving a copy.

Best wishes in this endeavor.

Sincerely yours,

Anthony J. Polemeni
Director

AJP:JA:lb
Enc:

P.S. You may duplicate this letter in any quantity you need in order to inform cooperating principals and community superintendents that you have received approval from the Office of Educational Evaluation.

Runett Cook
419 East 76th Street
Apt. 5A
New York, New York 10021

December 11, 1977

Dear Teachers:

I have received approval for a research project I am conducting in District 3 for my doctoral thesis.

The Study consists of a number of questionnaires. One is designed for the teachers. I would like you to be a part of this survey.

Please advise me if you would be willing to be a part of this study by filling out the questionnaire and returning the questionnaire in the self-addressed enevelope to me within two weeks of the date of this letter.

Sincerely yours,

Runett Cook
Researcher

Runett Cook
419 East 76th Street
Apt. 5A
New York, New York 10021

December 8, 1977

Dear Administrators:

I am endeavoring to conduct a survey on principals to acquire certain knowledge which determines a good teacher's characteristics.

I would like you to be a part of my survey. The results will help to determine guidelines for future selection of teachers in urban schools. I would greatly appreciate your responses to this vital issue.

I will be pleased to send you a summary of the results. Please complete the enclosed questionnaire and return it to me within two weeks of this letter.

Sincerely yours,

Runett Cook
Researcher

APPENDIX D

Copy

Board of Education of the City of New York

_____
Name of School

_____
Address of School

_____
Name of Principal

Date_____

REQUEST FOR PERMISSION TO COLLECT TEACHER PERSONAL DATA

Spons r: Special request for authorization of teachers to be a part of a classroom study by Runett Cook of Walden University.

Purpose: To compare selected teachers of different ethnic backgrounds in classroom interaction on ethnic students of one group.

Contents of Study:

The study consists of a fifty item questionnaire divided into nine areas. The areas seek to gain information on rapport, drive, individualized perception, listening, empathy, and objectivity.

Confidentiality:

The questionnaire will include no identifying device, signature or number so that the confidentiality of the teachers will be completely secure.

Please check the appropriate box signifying your approval or disapproval of this request, aign the form in the space provided below and return in the enclosed self-addressed envelope.

_____Approved

_____Disapproved

_____ _____
Teacher's Signature Date

Runett Cook, Researcher

Copy

Board of Education of the City of New York

_____
Name of School

_____
Address of School

Date_____

REQUEST FOR PERMISSION TO COLLECT STUDENTS PERSONAL DATA

Sponsor: Special request for authorization of students to be a part of a classroom study by Runett Cook of Walden University.

Purpose: To compare students of one ethnic background in classroom interaction with teachers of a different ethnic background.

Content of Study: The study consists of 27 items questionnaire divided into four areas. The areas seek to gain information on interest, concern, empathy, and rapport.

Confidentiality:

The questionnaire will include no identifying device, signature or number so that the confidentiality of the students will be completely secure.

Please check the appropriate box signifying your approval or disapproval of this request, sign the form in the space provided below and return in the enclosed envelope.

_____Approved

_____Disapproved

_____ _____
Parent's Signature Date

Runett Cook
Researcher

Copy

Dear Parents:

I am attempting to find out what teachers relate better to urban students and why.

This is a survey I am taking from parents to enable me to finish work on my doctoral thesis.

Will you please take time out and assist me by filling out the questionnaire which consists of thirty-four items, and return it in the enclosed envelope provided within two weeks of the date of this letter.

Your help will be greatly appreciated. Thanking you in advance

_____Approved

_____Disapproved

_____ _____
Parent's Signature Date

Sincerely,

Runett Cook
Researcher

Copy

Board of Education of the City of New York

_____
Name of Principal

_____
Name of School

_____

Date_____

REQUEST FOR PERMISSION TO COLLECT ADMINISTRATORS PERSONAL DATA

Sponsor: Special request for authorization of administrators to be a part of a study by Runett Cook of Walden University.

Purpose: To gain information about teachers performance in classroom interaction with students of one ethnic background that is different than the teachers.

Content of Study:

The study consists of a fifteen item questionnair to be measure these areas; empathy, drive, objectivity, rapport, and individuatlzed perception.

Confidentiality:

The questionnaire will include no idenitifying device, signature or number so that the confidentiality of the administrators will be completely secure.

_____ Approved

_____ Disapproved

_____ _____
Administrator's Signature Date

Runett Cook, Researcher

APPENDIX F

VITA

PERSONAL

Name: Runett H. Cook
Address: 2465 Palisade Ave. Apt. 3G
Riverdale, New York

Date of Birth: October 29, 1942
Place of Birth: Philadephia, PA

Height: 5'5"
Weight: 140 lbs.
Health: Good

EDUCATIONAL QUALIFICATIONS

High School:	Germantown High School Philadephia, Penna.	1960
Bachelor of Science:	Cheyney State Cheyney, Penna.	1964
Master of Arts:	Teachers College Columbia University, New York, N. Y.	1969
	Temple University Philadephia, Penna	1965-68
	Drexel Institute of Technology Philadephia, Penna	1966
	Fordham University New York City, N.Y.	1970-72
	Oxford University Oxford, England	1973
	Sach's Interior Decorating School	1974
	Cornell University New York City, N. Y.	1975-76
	Henry George School of Economics	1971
	The Spanish Institute New York City, N. Y.	1971

EXPERIENCE

Teacher of primary grades Kindergarten through 2nd grade.

Teacher of elementary grades 3rd through 5th grades.

Teacher of English as a second language.

Teacher of Creative Dramatics.

New York City, N.Y.

Adjunct Professor Columbia University, New York City, N.Y.

Adjunct Professor Medgar Evers College, Brooklyn, N.Y.

Coordinator Teacher of College for Human Services,

New York City, N.Y.

Reading Coordinator. New York, N.Y.

Acting Assistant Principal New York City, N. Y.

Consultant for Early Childhood Education.

New York City, N.Y.

Instructor for Human Relations. Board of Education

City of New York

Social Worker. Philadephia, Penna.

Para-Professional Trainer. Board of Education

City of New York

Lecturer: Seaton-Hall College. East Orange, New Jersey

PUBLICATIONS

Book of (unpublished) Essays and Poems about Black Women in the 70's.

Article (unpublished) on The Lack of Communication Between Black Women and Black Men.

Article (unpublished) Why Black Men are Afraid to Show Love Towards Their Black Women.

MEMBERSHIP IN ORGANIZATIONS.

The Doctoral Association of New York

New York Teachers

Protestant Teachers Association

United Federation of Teachers

The Coalition of 100 Black Women

The Committee of 100

The New York Teachers Recreation Association

The Fortune Society

Women's Hall of Fame

Harlem Institute of Fashion

The Astrological Association

Eastern Star.

N.O.V.A.

Article (unpublished) Why Black Men are Afraid to Show Love Towards Their Black Women.

MEMBERSHIP IN ORGANIZATIONS.

The Doctoral Association of New York

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